



RAIDER '79



Pem-Day is a design. Athletics, academics, activities all shape themselves to form the Pem-Day community. Students, faculty, and administrators added the final touch to Pem-Day's 1979 DESIGN.



The Raider 1979

Pembroke Country Day School

5121 State Line

K.C. Mo. 64112

Volume 34

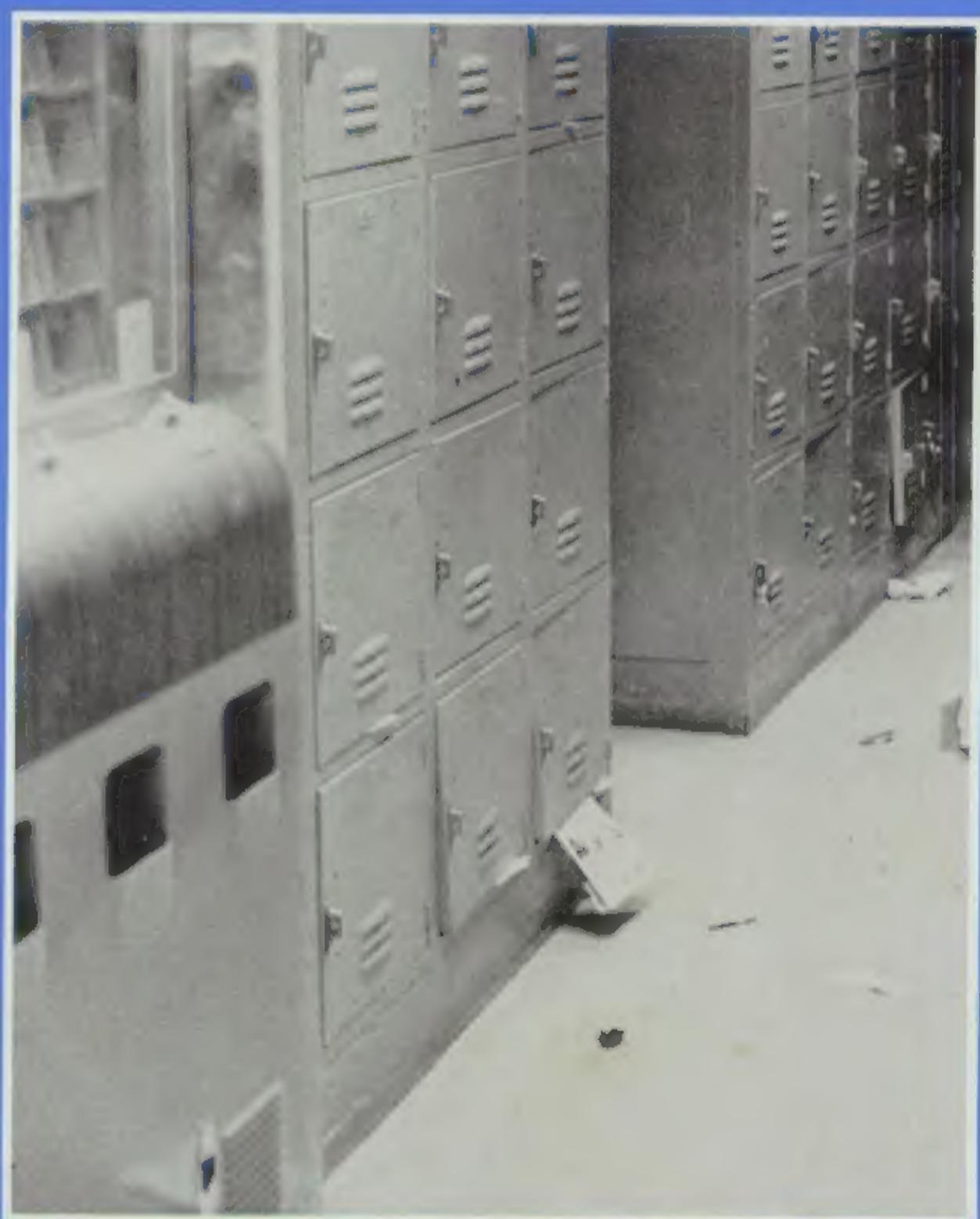
Smaller networks of designs interlaced to produce Pem-Day's special atmosphere. This atmosphere pervaded throughout the Pem-Day community from the classroom to the athletic field. Classrooms provided settings for student and teacher alike to create. Practices, competition, players, and coaches all meshed to form a spirited athletic program.



(1)

(1) Scattered paper and debris characterize the Lower School lockers. (2) Several freshmen make a last ditch effort to prepare for a upcoming L.P.S. test. (3) Junior Bryan Becker shows the style that earned him Honorable Mention All-Metro fullback honors. (4) Displaying proper photographic techniques, Dudley Hopkins instructs Chris Roth during Beginning Photography mini-course. (5) Varsity football player Bob Green attentively watches the action on the field.

PREVIOUS PAGE: David Whiting's parachute, billowing in the wind, signifies the design and spirit of Pem-Day.



(5)



(2)



(3)

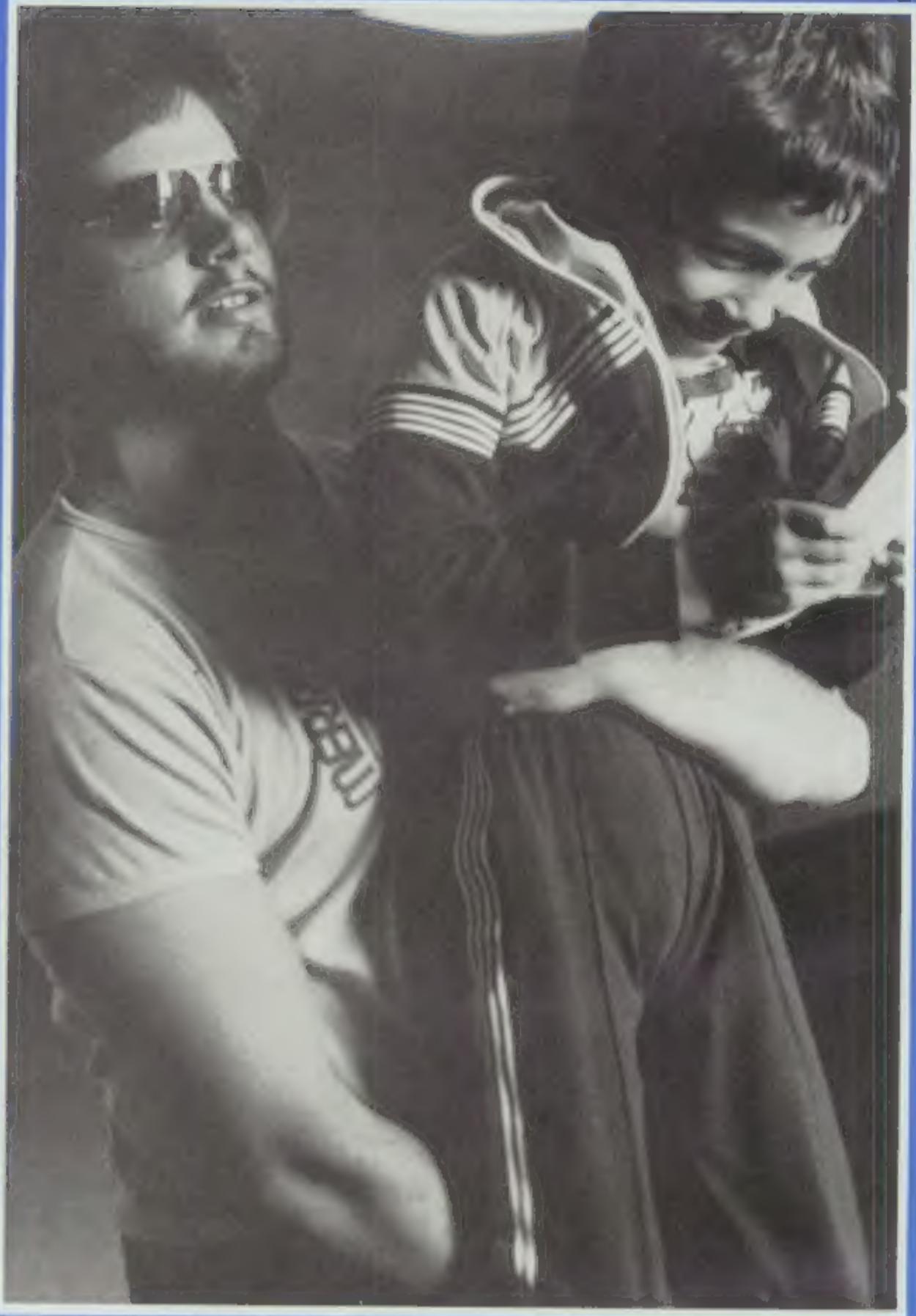
(1) Jeff Reed practices a new dance step while administering a bear hug to Joe Scaglia. (2) Craig "Bear" Strawis grins for a Raider photographer. (3) Gathering information for a report, Jason Ballard and Matt Davis use the Lower School library. (4) French teacher Ann Miller ponders her next move in an intense chess match. (5) Sophomore Tom Mangold and Freshman Shawn Sullivan relax in the halls during one of their free mods.



(3)



(4)

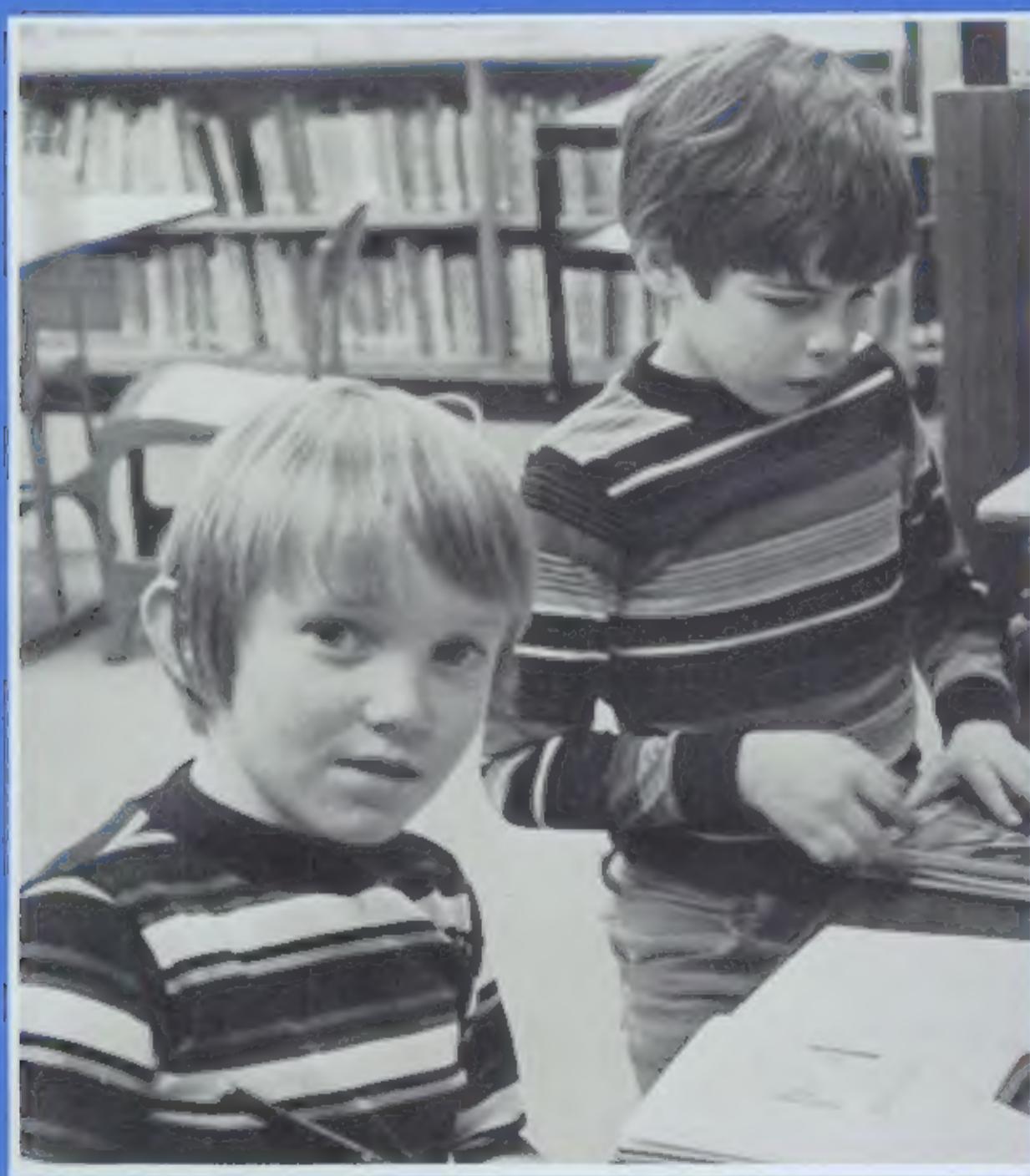


(1)

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Where do the designs begin? They begin with the individual. He weaves his goals and ideals into an intricate pattern sometimes with success sometimes without but always striving to complete his work. The task of Pem-Day was to finish and consolidate these singular designs and goals into one: THE PEM-DAY DESIGN.



(3)



(2)

The students worked and studied in and out of the classroom. They learned from each other. The student body took a genuine interest in the

Design for Learning

There seemed to be an attempt by the Pem-Day faculty to give the daily classroom pressures more excitement. The Kindergarteners were exposed to a number of field trips, the second grade involved the concept of "Economics" into the classroom study and fourth graders studied agriculture throughout the year.

The Middle Schoolers had three very successful programs. Sixth grade students were involved in the annual Science Fair, seventh graders emphasized the importance of intramural athletics and the eighth grade class exemplified the characteristics necessary to lead the Middle School student body. The success of the various programs showed how the students coped with new ways of learning in the classroom.

Student activity however was not limited to the classroom. The ninth graders had tremendous fun canoeing their way down the Niangua River and second semester juniors were exposed to the world of freedom, which requires responsibility on the part of every individual.

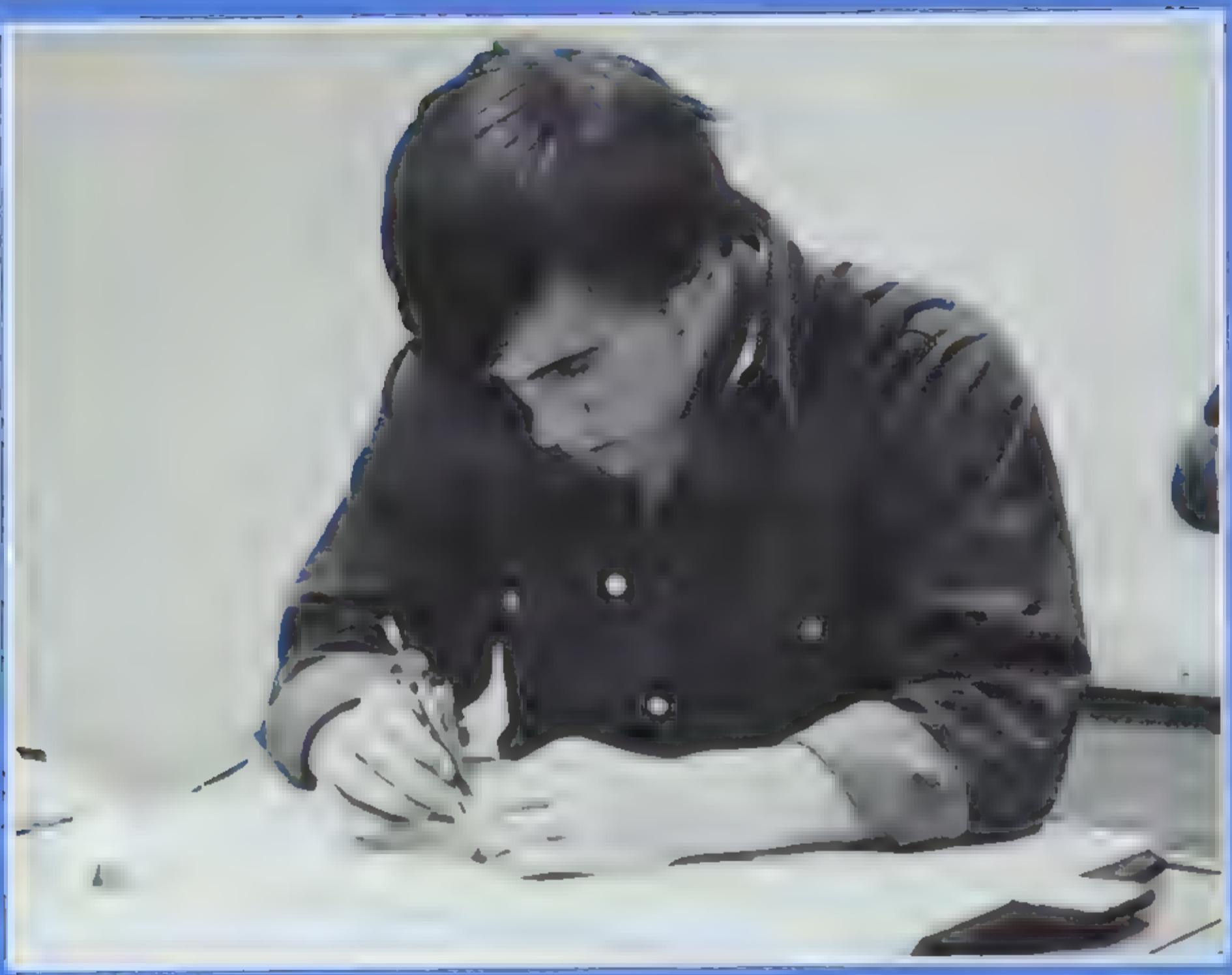
(1) Adam Merrifield enjoys the tutoring of Junior Howard Bos during a Middle School mini-course. (2) Bob Green puts thoughts down on paper as he drafts a project in Engineering Drawing class. (3) Aaron All amuses himself by modeling some clay.



(1)



(2)



Kindergarten

Aaron All



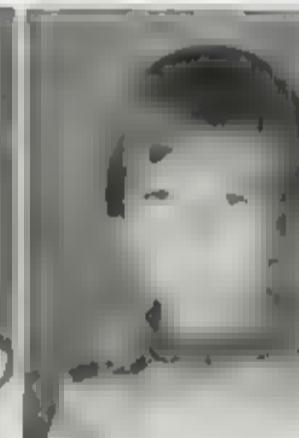
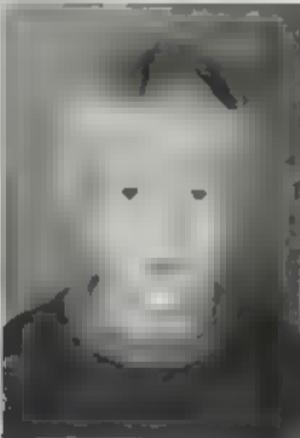
Justin Belden



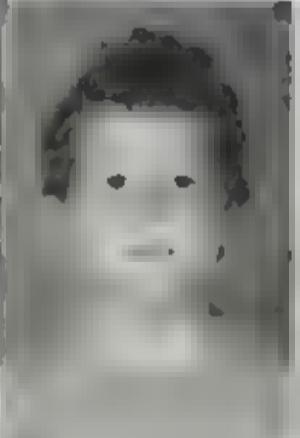
Tim Bland



Marcus Boring
Alex Bove
Sam Bradley
Clay Carbrough
Doug Day



Willie Dorsey
Kirkland Douglass



(3)

(2)

Trips Worth More Than Sand

Traveling to various places of civic interest was a large part of the Lower School Kindergarten's year. Many interesting field trips were taken to places such as the Coca Cola bottling plant in Lenexa, the old Municipal Airport, a fire station, and the traditional once a year Big Mac attack to McDonalds. All of the trips gave the students some kind of experience that they could not ordinarily have had.

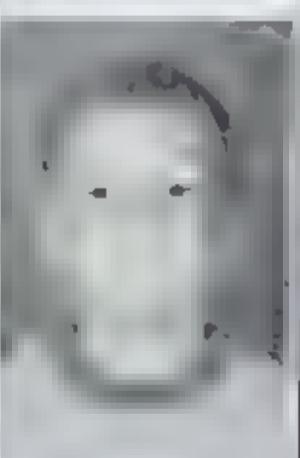
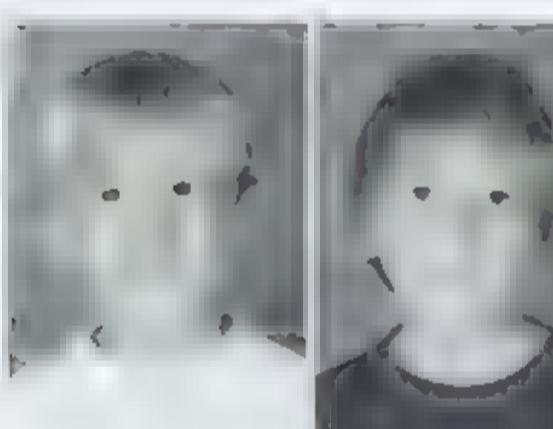
Through all of the field trips, the Kindergarteners were able to see the great variety of services that are performed by individuals in our society. Mrs. Carol Robb, a Kindergarten assistant commented, "The field trips gave the boys a chance to have a first hand experience in learning, and this enlarged their world. The trips were a very valuable learning experience, and they taught the boys how

people live and work interdependently."

Mr. David Silverforb, the Kindergarten teacher, agreed that the trips were a good learning experience and not just periods of the day that were spent playing in the sand box.

In addition to the field trips, the Kindergarteners frequently went to plays sponsored by the Theatre for Young Americans, and occasionally serious minded lecturers came and spoke in the Kindergarten classroom. Silverforb received assistance in his classroom from Carol Robb, a half-day assistant, as well as from Senior Bill Conley. As Silverforb commented, "Having more people to help in the room gave us more freedom. We used this freedom to give the students a better time as well as a better education."

(1) Kindergarten Instructor David Silverforb ponders a possible solution to a problem posed by Aaron Ali (2) Carol Robb matches wits with Willie Dorsey in a friendly checker game. (3) Josh Quarles and Kirkland Douglass concentrate on a high-rise structure



John Hanna
Cole Hughes
Sam Jones
Mark Mosbacher
Jordan Newhouse

Josh Quarles
Chris Spaw
Cory Spilcaufsky

Tommy Wagstaff

First Grade



(2)

Jason Ballard
Brady Battmer
John Beckman
David Bell
Jonathan B dwel



Rusty Couch
Mathew Davis



Learning Center Successful

The Reading Loft, the space game, and the individual study area were part of the learning center approach to reading and writing in the first grade.

The Learning Center was organized by first grade teacher, Virginia Fortner. The program consisted of three sections: organized reading with Fortner, Individual reading, and participation at a game center. Every Tuesday, Thursday, and Friday morning the Learning Center program met with each student spending 20 minutes at each of the three stations.

There was one aspect of this program that was unique, one or two parents come to each session and assisted Fortner in running the program.

In late September Fortner met with the parents of the first graders to explain the program and to sign up volunteers. The Learning Center shifted into high gear by early November and continued throughout the rest of the year.

Fortner explained, "In order for this program to work parent participation is essential. Parents are necessary

to assist and control the boys as I am involved in the group reading. Also, it's beneficial for the parents in that they see how their children interact with the other members of the class."

Much of the learning program was based on sensory perception; hearing, feeling, and seeing. In the group reading section, a student could listen to a book while reading along. He can feel the shape of a letter and then draw the letter. These were just two examples of drills.

There were other advantages to this program. Fortner stated, "This Learning Center allows me to pinpoint a student's problems," she added "Also the boys help each other learn new ideas through the use of this program. The greatest advantage is the variety it adds to the first grader's day. The attention span of a first grader is at best 20 minutes and this program fits that span well. It has proven to be very good. I am pleased with it and I feel that the parents and boys are also. The Learning Center approach is one of the best teaching techniques available."



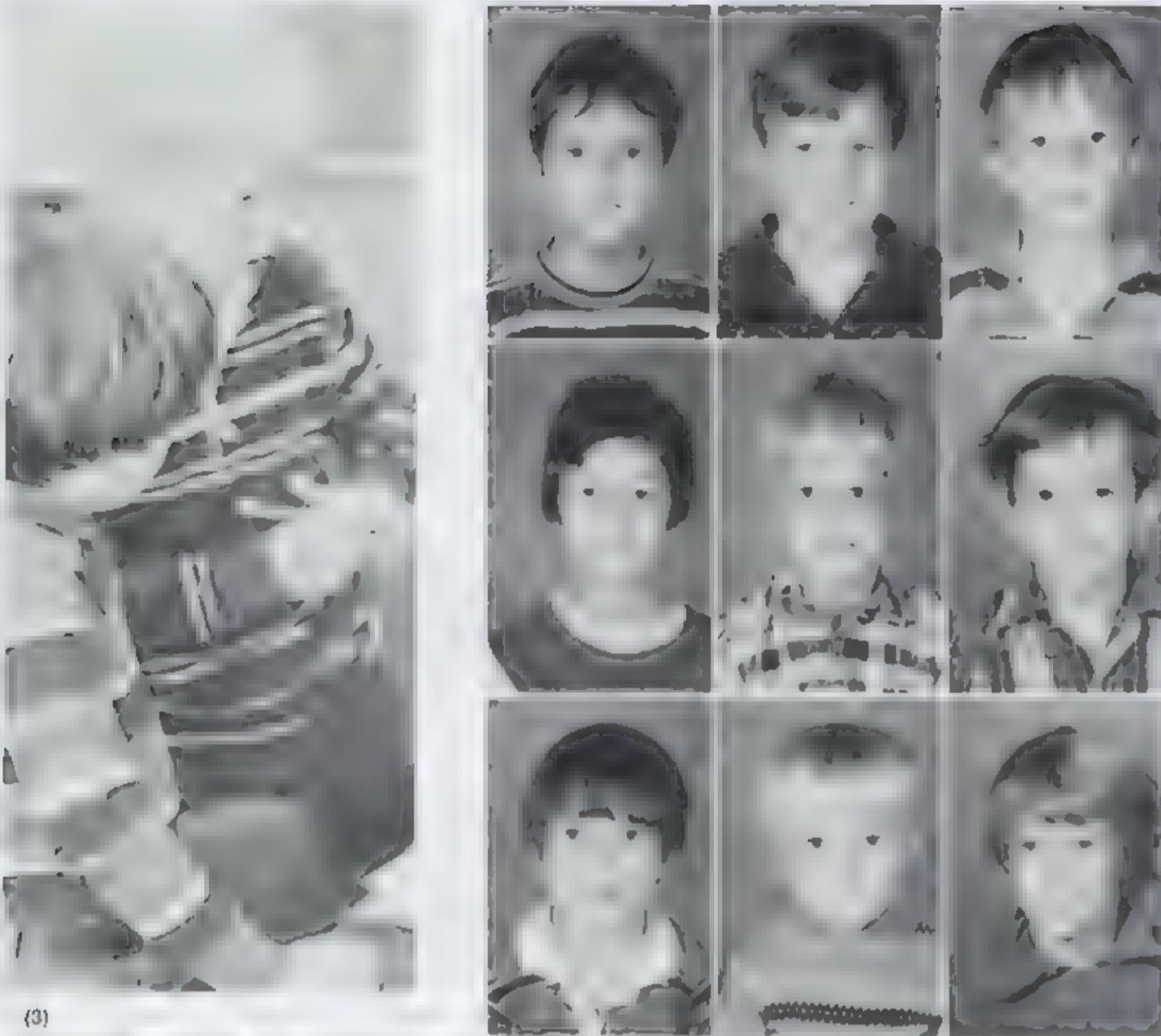
(1)



Deian Wetherill
Cory White
Chad Wolard
Not Pictured
Michael Lee



(2)



Matt Eber
Daniel Ittmann
Patrick Fartico

Jeffrey Job
Brad Kroh
John Lane

Michael McKinley
Kurt Smith
David Stuber

(1) Junior David Hall shows some interested first graders an important line in his book during his Lower School tutoring class. (2) First Grader Deian Wetherill looked in astonishment when First Grade teacher, Virginia Fortner called his name. (3) Brad Kroh and a fellow student look intently at some important information.



(2)

John Ball
John Barlow
Tony Beasley
Douglas Beck



Budding Businessmen

Economics taught in the second grade? This year the Second Grade class experimented with one of the most important concepts involved in economics. This concept was division of labor.

The involvement with the concept of division of labor began when the Second Grade class took a field trip to the Guy's Potato Chip company. They experienced how the workload was distributed in a large company, how many raw materials were used in formulating the finished product, and how important the various jobs were in contributing to a profitable product.

The students were so stimulated by the tour that they decided to go through the steps of formulating their

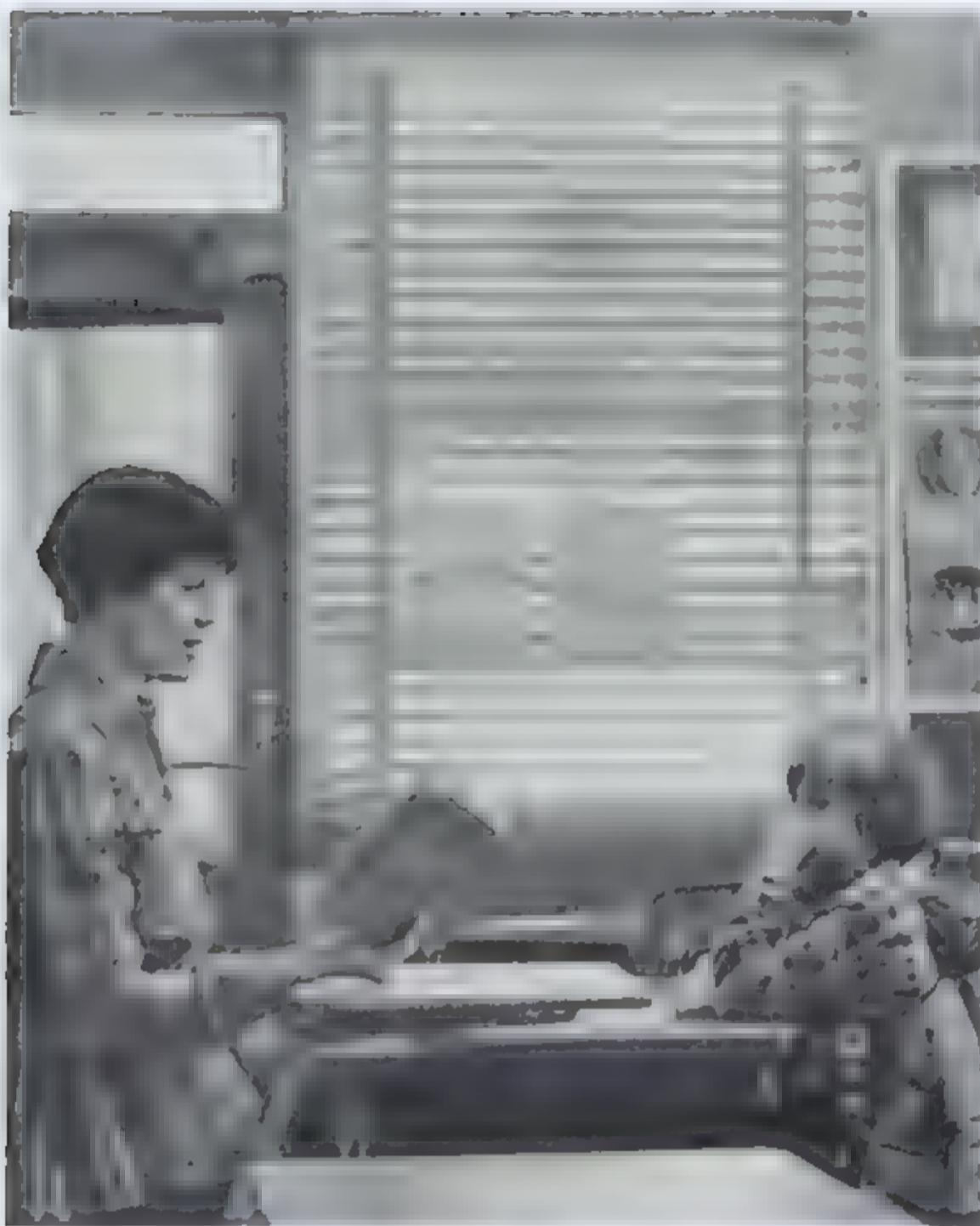
own finished product, by having a popcorn sale. First the students got a loan to purchase the products for the sale, then they figured out the cost of labor for each student. Second Grade teacher, Carol Crosswhite, correlated the economical concepts employed in the popcorn sale with social studies, math, language arts, and science courses that the students were studying during the year.

At the end of the sale, the students calculated that they had spent \$18.40 on materials and had made \$32.08 profit. Carol Crosswhite commented, "The popcorn sale was very worthwhile, and the students learned tremendously from this experience."

Rome Hanson
Jon Huff
Christopher Hunter



Second Grade



(3)



Chas Price
Mike Spaw
Todd Schulkin
West Valentine
Jimmy Walker
Not Pictured
Bush Helzberg

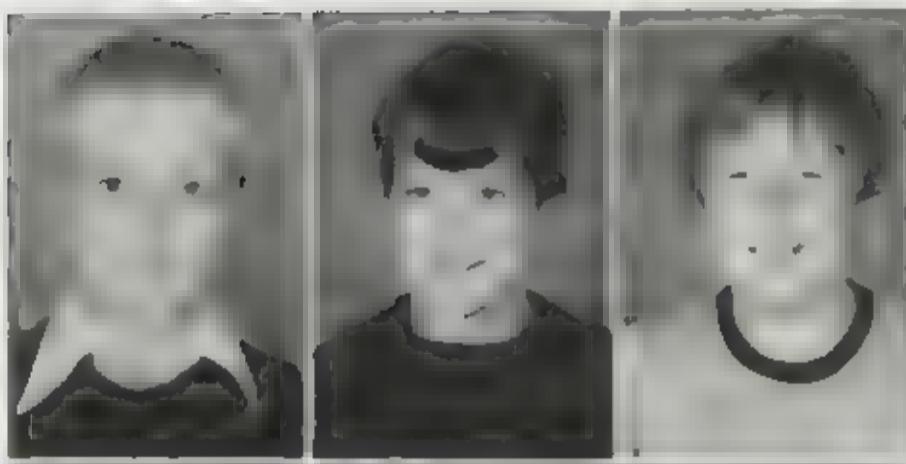


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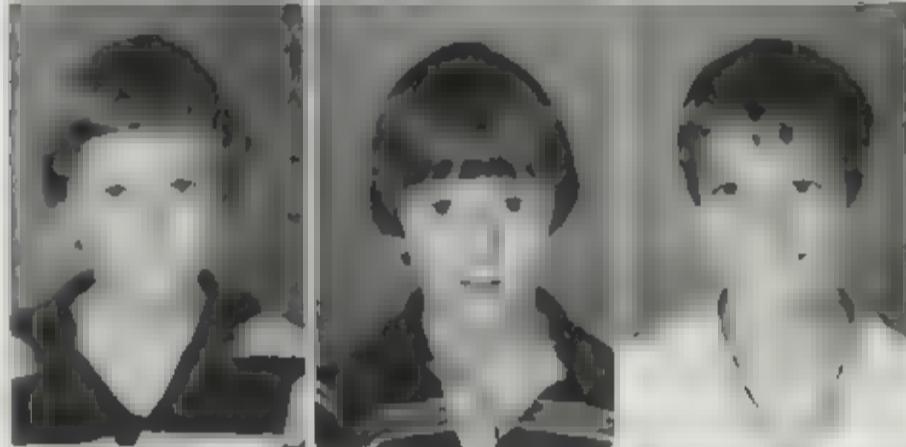
(1) Propping their heads on their hands, Frank Csaki and Todd Schulkin listen to their teacher
(2) Nearly dwarfed by the size of the ball, John Huff returns a shot in a game of four square. (3) Carol Crosswhite reads a story aloud to Second Grader John Ball

Third Grade

Greg Anglum
Andrew Bash
Marc Buehler



John Coe
Michael Corbin
Marc Cortes



Chris Craig
Scott Craig
Jonathan Davis
David Dickey
Ben Evan



John Paul Foge
Kent Fortner
Daniel Fromm
David Gibson
Barnett Helzberg



John Hendren
Robbie Hicks
Tyler Hoffman
Jimmie House
Justin Hughes



(11)



Erik Hunter
Hale Johnston
Jason Johniz
Robin Kitterman
Jeff Martin

Frazier Miller
Mark Moody
Dah Nourbakhsh
John Oberlander
Breven Parsons

Lee Reddin
Phil Scaglia
Michael Seibert
Graham Wallace
Gregory Wolf

And the cow said, "Moo."

An in depth study of agriculture and livestock, followed by an all-day trip to the American Royal highlighted the Third Grade school year. Taught in irregular intervals, the program took about 20 days in the fall to complete.

The in-class instruction of agriculture and livestock was done through special guests, open discussion, and reports. Special guests included the Royal Canadian Mounted Police, who talked about special horse breeding and training techniques; and a representative from the Board of Trade who spoke about various grains.

At the end of the in-class study, the class took an all day trip to the

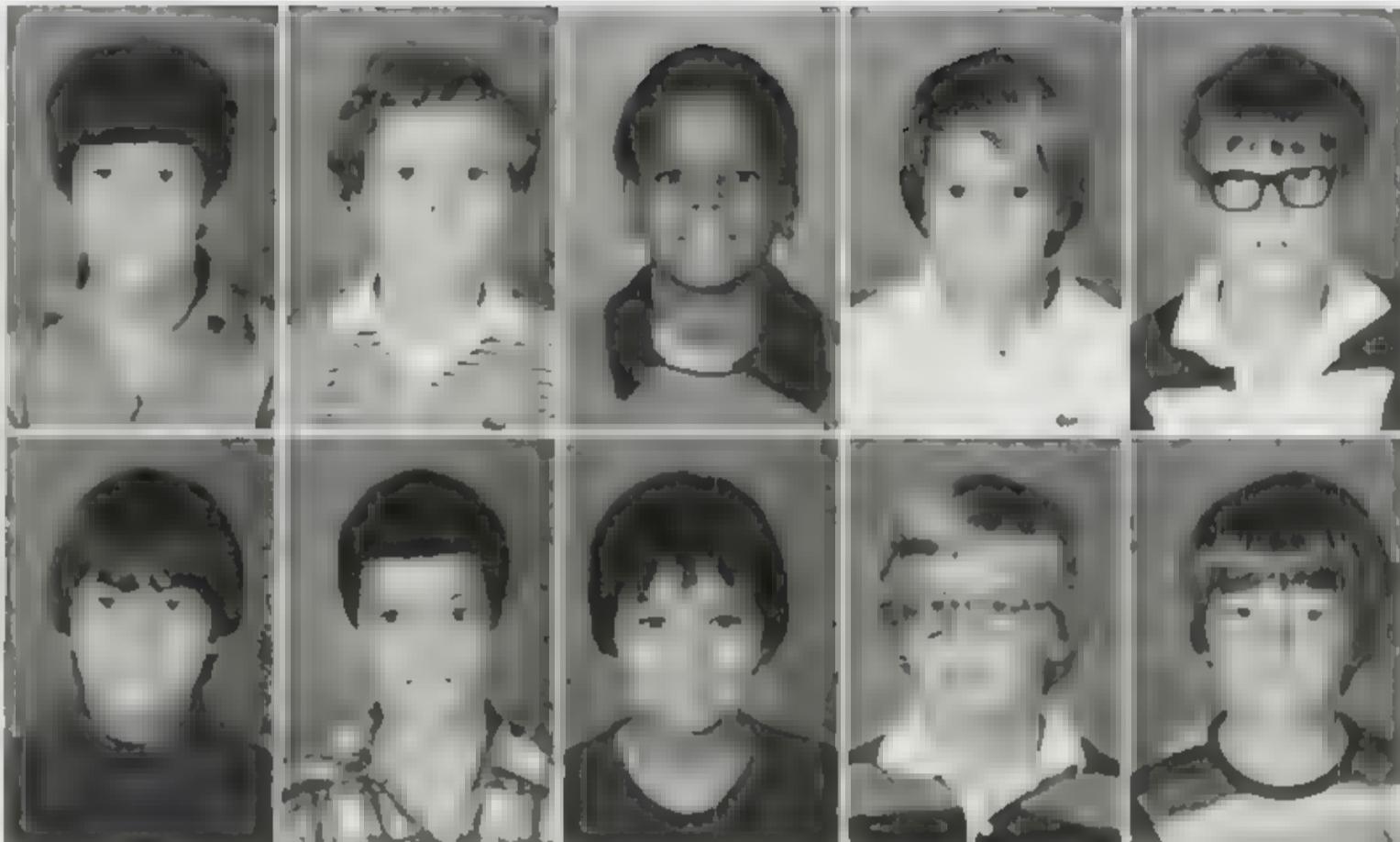
American Royal. While at the American Royal, the students were able to tour all of the exhibits. Through these exhibits, the students expanded their knowledge of grains, horses, and cattle. The students were also taught to relate math, science, and social studies to agriculture.

The success of the program can be attributed to the students' willingness to learn about different livestock and agriculture. Third Grade teacher Mary Nash Werner commented on the value of the program, "I feel that this program enhanced the class's appreciation and understanding of agriculture."

(1) Third Graders Greg Anglum and Jim House study diligently for an upcoming social studies exam

Fourth Grade

Jeb Bowron
Brian Cain
Douglas Coe
Marc Craig
David Eckels



(1)

(1) A group of Fourth Graders study together on a science assignment (2) Marc Craig shows his superhuman strength by hoisting a large chunk of snow over his head (3) Frank Williams and Yoshi Kipper work diligently on a demanding English project



(2)

Publishing Companies Hopeful

Lower School Fourth and First Graders were treated to a new experience. The experience was a new English project designed by Fourth Grade English teacher, Mrs. Carol Frantz. The Fourth Graders wrote storybooks for the First Graders to read, enjoy and keep.

The storybooks were made in three steps. The first step was the creation of the story. Although the Fourth Graders wrote the stories the actual ideas and plots came from the First Graders. Working one-on-one with a First Grader, the Fourth Grader took down the story as the younger student imagined and described the circumstances.

The second step was for the Fourth Graders to rewrite the stories using correct punctuation and writing techniques. After doing this the Fourth Graders were ready for the final step. They put the stories into storybook form, complete with illustrations. The

completed books were given to the First Graders to keep and enjoy.

The storybooks were designed to serve many useful purposes. They gave the Fourth Grade students an opportunity to apply and practice all of the grammatical and punctuation rules studied throughout the year. They also gave the older boys the opportunity and experience of working with underclassmen. The First Graders, by reading the storybooks, improved their reading skills. Both classes found the projects fun and interesting.

Frantz commented, "The story books were the culmination of a long year in creative writing. We found that the books were a huge success in both classes. The Fourth Graders especially enjoyed seeing the final product of their efforts come out as something tangible. Some of the stories were really quite interesting, and we intend to continue the project in the future."



Vance Miller
Eric Sletter
John Stubbieled
John Tunks
Adam White

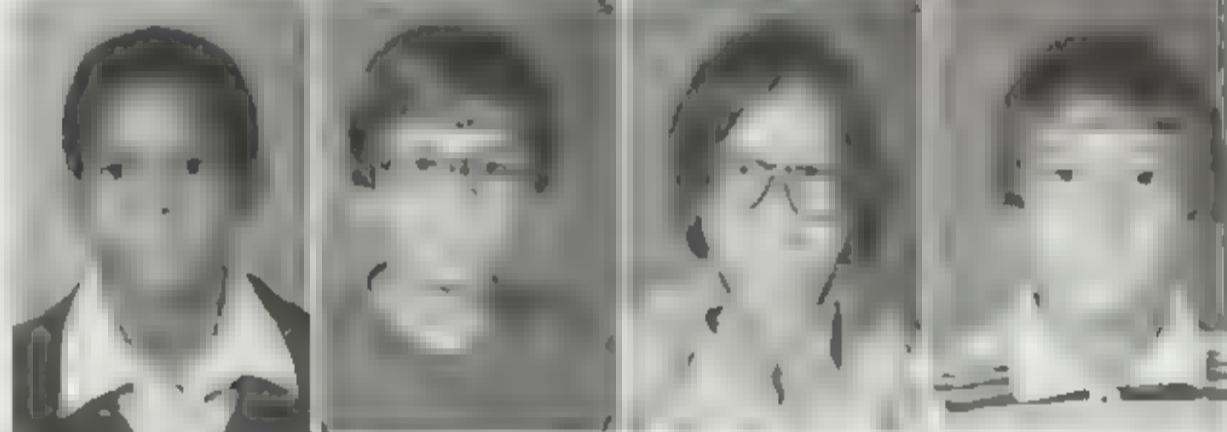
Frank Williams
Mark Zinn
Mathew Zoller

Fifth Grade

Jim Andrews
Christopher Bidwell
Spencer Brown
Michael Boring



William Coe
Matthew Cohen
Travis Cottrell
John Durrett



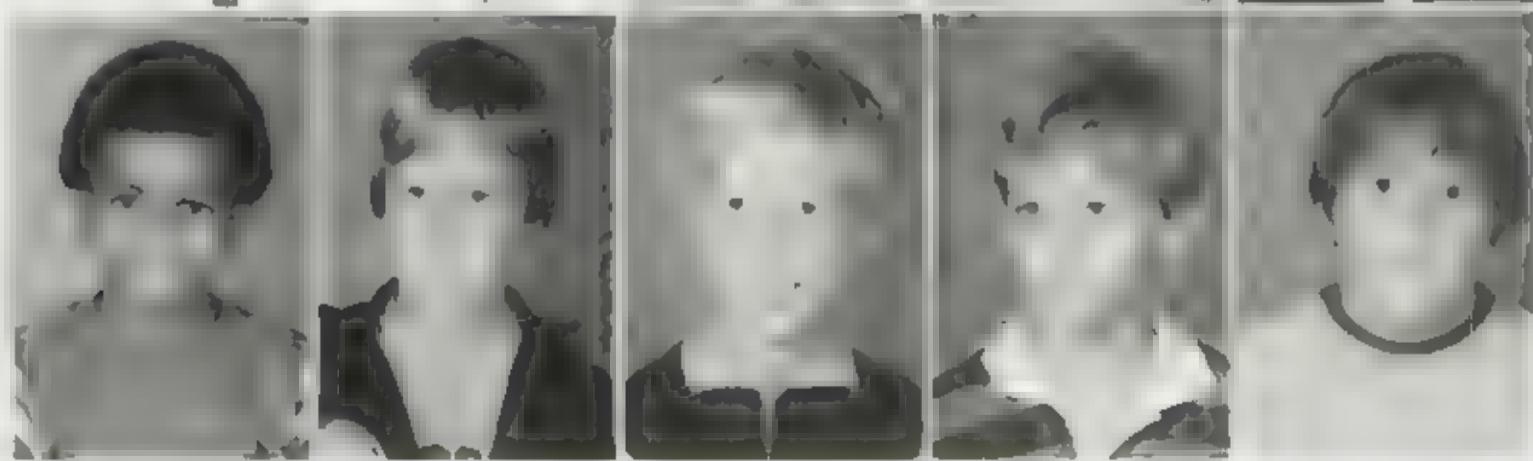
James Egan
Andrew Fromm
Kent Gentry
David Hyde
Bobby Jackson

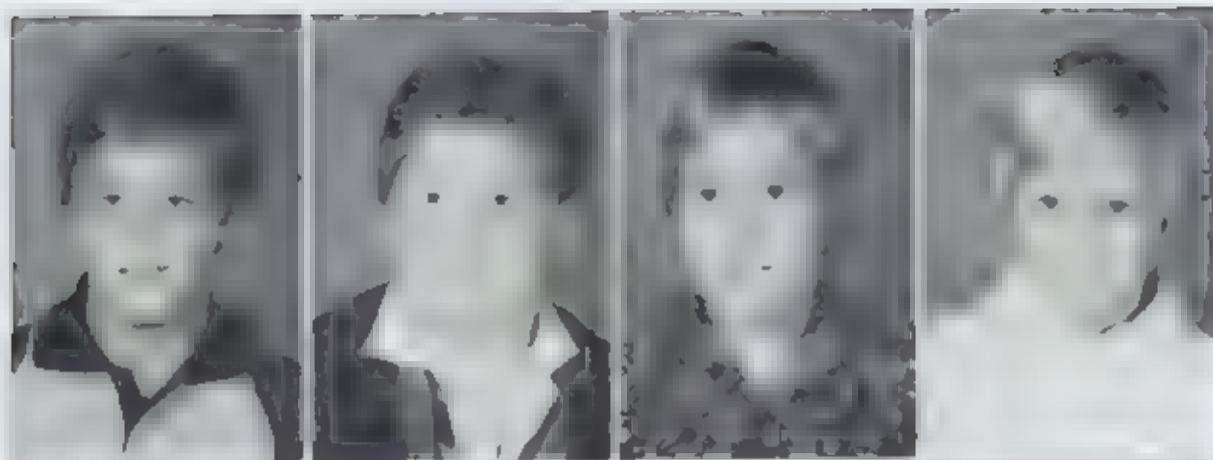


Chris Kelsey
Chris Kendall
Cole Martin
Charlie McCarter
Rick McFarland



Damon McReynolds
John Merritt
Flagg Miller
Mark Muehlberger
Scott Park





Buck Peavey
Preston Pollard
Tim Reddin
Joshua Rowland



Brian Stark
Whitney Terrell
Jim Walker
Brad Walters
Tommy White

Learning Through Reading

What takes four months to complete, but still can capture and hold a Fifth Grader's attention throughout the entire period? As Fifth Grade teacher Dennis All found out, the answer was the reading of the book, *Watership Down*, by Richard Adams.

Reading chapter by chapter and often alternating between reading aloud and reading on their own, the Fifth Grade students worked their way through all 500 pages of *Watership Down*. As Dennis All commented, "The book is written on about the Seventh Grade level and focuses on a warren or group of rabbits. Within this microcosm the rabbits developed their own society. The book shows the development of leadership, democracy, and freedom for this particular group of rabbits."

In addition to their normal English studies, the Fifth Graders examined many of the literary devices that Richard Adams used in *Watership Down*. Mr. All commented, "It was the boys' first long book. The vocabulary was a challenge, and they got their first introduction into the development of a novel." Despite some difficulties, 99% of the students gave the project a high

rating in a poll conducted by Mr. All at the completion of the project.

Besides just reading the book, the Fifth Graders also had a number of related activities. Discussions were held after each chapter, and often students were asked to take a certain point of view and argue the pros and cons of a part of the book. Coincidentally at the same time that the students were completing the book the movie version of *Watership Down* appeared in local theaters. The class took a field trip to see the movie, and later compared the movie to the book. Probably the most fun project related to the book was caring for a live rabbit in the classroom. The class studied his actions and generally had a good time taking care of him.

Dennis All felt that reading the novel was important for a number of reasons. "After reading the book, students knew that they no longer had to fear the size of a book. The book itself was rewarding because it showed the joy in life, the beauty of nature, the leadership qualities needed in a society, and demonstrated better ways of living. I think that the novel is excellent preparation for future reading."



(1)

(1) Travis Cottrell puts his 'John Hancock' on the cast of his injured friend, Brian Stark

Segregation Advantageous

The Lower School is one of three subdivisions in what is called the Pembroke-Country Day School. The name itself invokes a feeling of separation — that it exists on its own, and it does. Not only is it designed that way physically but the very nature of the children it seeks to educate makes it that way.

The Lower School is a self-contained part of Pem-Day. It has its own building, its own library, even its own registrar. The level of interaction with the rest of the school is at best muted.

That the nature of its children increases this segregation is best explained by seasoned Lower School Principal Barry White. "Children of these ages tend to be self-centered as they start school. So far everything in their lives has revolved around them."

Their encounters now are limited to their two worlds: home and school. Each year this is broadened a little; they begin to become more aware. Their ability to pick up and understand what is going on around them increases. Anything outside of the Lower School still ceases to have much meaning. It is frightening for a child to have to deal with things that are no longer 'at his eye level.' Every dealing in the 'big world' is an experience. Such encounters occur with bigger kids in passing at Pem-Day. Ordinarily a lower schooler can go for days without even seeing another student. That's one reason I like to get Upper School tutors in here during mini-courses. The kids use the older students as role models and both sides learn a great deal from the experience. That's one of the tremendous benefits a school like this can offer."





(6)



(2)

(1) With an intense look of concentration, Matt Davis tries to piece together some building blocks. (2) As part of the First Grader's education Daniel Itiman saws a piece of wood (3) Rickey McFarland and Marc Craig work on models during an activity period. (4) After completing an assignment David Dickey double checks his work. (5) After school Delan Wetherill, Patrick Fattico, Mathew Davis, and Kurt Smith wait for their mothers to pick them up. (6) John Coe returns a ball in a four square game



(1)

Mark Adams
Andy Battmer
Craig Bushman



Sixth Grade

Joseph Cannova
Jon Copaken
Brent Copher
Matthew Craig
Steve Csaki



Mad Scientists Get Headaches

"What better way for Sixth Graders to learn the scientific method than through experimentation?" That was the stance that Middle School science and math teacher Cliff McWilliams took toward the Science Fair. Students were required to formulate a problem, make a hypothesis, carry out an experiment, and draw conclusions. Sixth Grade students carried out this procedure and also wrote a detailed research paper and constructed boards describing their individual projects.

Completed Science Fair projects were taken to the Greater Kansas City Science Fair to be judged along with projects from students from other

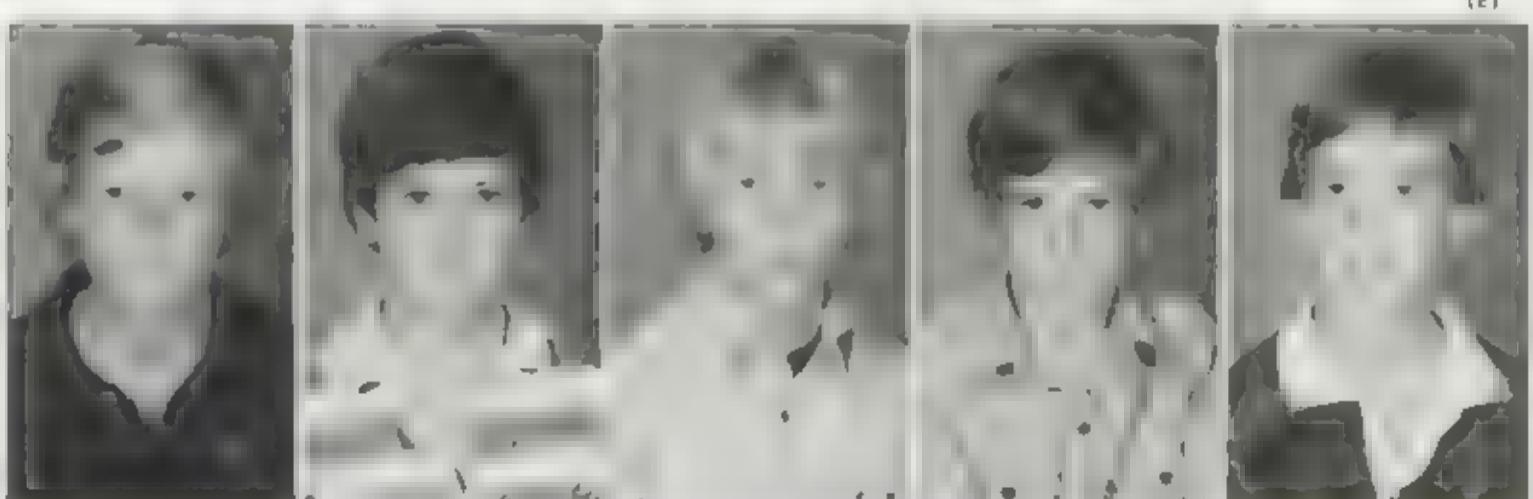
schools. Entries were judged in five areas: validity and purposefulness of the problem, accuracy of the hypothesis, quality of design, validity of the conclusions, and whether there were any further implications which could be drawn from the results. Pem-Day Sixth Graders continued the tradition of quality work by receiving recognition in the Science Fair competition.

McWilliams stated that, "The Science Fair serves as a learning experience for the Sixth Graders." He also commented, "Although the Science Fair called for long, hard hours and occasional headaches for both students and teachers, the results were worth all the time and misery."



(2)

Carl Esrey
Edward Foster
Scott Gentry
Charles Guastello
John Johntz





Joseph Jurden
Robert Kissick
Roger Kitterman
Mark Lopez

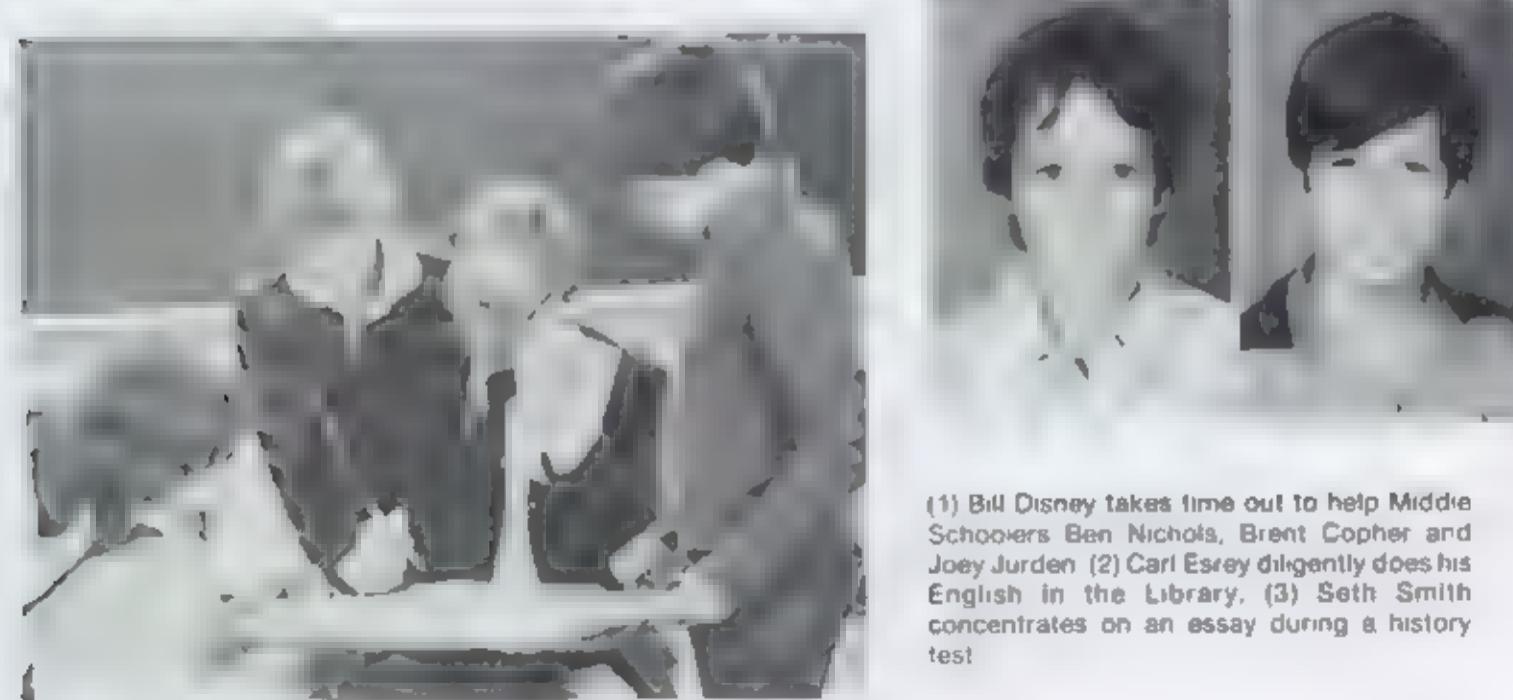


Mark McConahay
Miles McGinnis
Adam Merrfield

Matt Moody
Ben Nichols
David Nichols



Joe Peppard
Robert Popper
Russel Romine
Joe Mike Siragusa
Seth Smith



Chris Tucker
Michael Watson

(1) Bill Disney takes time out to help Middle Schoolers Ben Nichols, Brent Copher and Joey Jurden (2) Carl Esrey diligently does his English in the Library. (3) Seth Smith concentrates on an essay during a history test

Seventh Grade

Tyrone Anderson
Hugh Andrews
Conrad Arnold
Chris Bernard
Mark Beyreis



John Broderson
Bruce Brown
Craig Bruner
Steve Bushman
Hartwell Byrd

Chris Campbell

Jamie Coffey

Don Davis



Porter Davis
Brian Fowler
Seth Fowler
David Gasal
David Hunt



(1)



Kent Karosen
Brian Key
Jon Kle
Paul Kurtz
John Liepold



Hatch McCray
Stewart McCray

(1)Junior Nelson Sabates helps a group of Seventh Graders on a history assignment. (2)During a Seventh Grade basketball game, David Pitman, Ed Rippey, Chris Campbell, and Kent Karosen take down the score

(1)Junior Nelson Sabates helps a group of Seventh Graders on a history assignment. (2)During a Seventh Grade basketball game, David Pitman, Ed Rippey, Chris Campbell, and Kent Karosen take down the score

Sherman Padgett
David Pittman
Charles Pearson



Sports Develop 7th Grade

Designed to help start the development of young athletes into future Varsity letterman, the Seventh Grade athletic program was divided into three seasons, football in the fall, basketball in the winter, and track in the spring. The Seventh Grade students were not forced to participate in these sports, although participation was encouraged. Those boys who did not take part in the program were put into a gym program.

Both football and basketball were intramural programs. Coaches divided the students into evenly matched teams and played a regular season. At the end of the regular season they held playoffs to determine the champions. In the track program, however, the seventh grade striders competed against other schools. This gave them a chance to see how they compared to other area schools.

The main purpose of these programs was to give each boy the opportunity to be competitive in sports as well as learn more about the sport itself. Mr Michael Trent, commissioner of the basketball program and the winning football coach, stated, "The seventh grade program was a learning experience as well as a fun program for the students. The students learned to work with each other and received their first taste of competitive action. One of the best parts was that it really didn't matter what skill level you were on. Everyone could play and have fun in the program."

Coaches of Varsity sports hope that through these Seventh Grade programs the interest in sports will increase. "An increase in interest," as football coach Bob Hicks pointed out, "can only improve athletics at Pem-Day."

David Powell
Ed Rippey
Jon Price





(1)Seventh Graders Hartwell Byrd and Ed Rippey chow down on some delicious food in the lunchroom

(1)



Tucker Roth
Chuck Sloan
Clark Smith
Jim Starr
Oliver Thornton



John Underwood
David Williams
Hal Woodhead
Warren Wright
David Zahorsky

Eighth Grade

Keith Ott - president
Jay Holleman - vice-president

Bob Barickman
Tyler Barnes
Joe Beck



Eighth Graders Excel

The graduating class of 1983, more commonly known as the Eighth Grade class, led the Middle School in many ways. The class as a whole was exceptional in many respects. Not only were they the oldest in the Middle School, but the Eighth Graders also had a tremendous effect on the Sixth and Seventh Graders. The Eighth Graders set the examples for the other classes to follow.

Athletics were probably the prime example of their leadership. In both football and basketball, Penn-Days Eighth Grade Raiders proved exceptionally competitive. "The Raiders were able to cope with the most competitive schools in the Kansas City, Missouri area because they accepted the challenge that they faced," summed up Football coach Ed Lewis. The 4-1 football record established by the players, was one of the best in Eighth Grade history.

The Middle School student council, led by president Andy Colom, was also a success. According to Middle

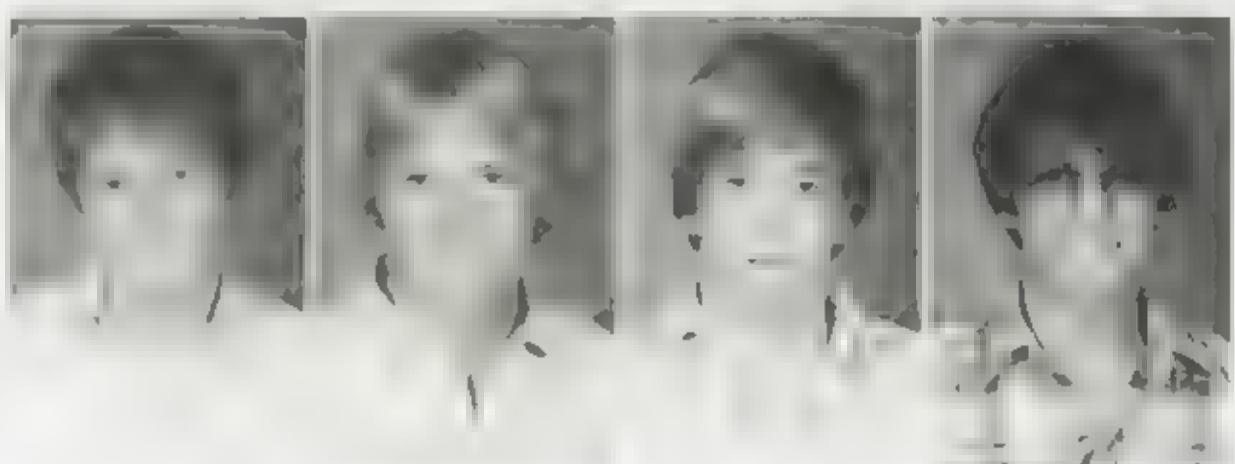
School Principal Tony Strub, "The Student Council members were active, had a great sense of leadership, got things accomplished, and supported each other as a group. Members were informed throughout the year as to what the student body wanted accomplished, and in most cases, the goals were met."

Sports and the student council were not the only areas where the Eighth Grade excelled. They led other Middle School classes in academics. 50% of the class were on the honor roll list throughout the entire school year.

Middle School Principal Tony Strub, reflected on the Eighth Grade class throughout their stay as members of the Middle School by saying, "This group of boys was an industrious, academic, warm, extroverted class. They were very outgoing and made an effort to take in students and make them feel at home. They were a fine group of boys, and I wish them success in the Upper School."

(1) Rob Benson and Jeff Fromm enjoy a delicious Middle School lunch. (2) Smiling for a photograph, Marvin Webb takes off his pack.

Peter Benson
Bill Bron
Sandy Cohen
Andy Colom





Chuck Curry
Sean Decker
Mark Ford
Jeffrey Fromm
Wayne Gray



Aris Green
Les Haines
Mike Hamilton
Reed Hickok
Tom Holden



Jay Holloman
Trey Humphrey
Bob Jones
Maurice King
Barry Klaaser



Arden Koonz
Bo Kreiling



(2)



(1)



(2)

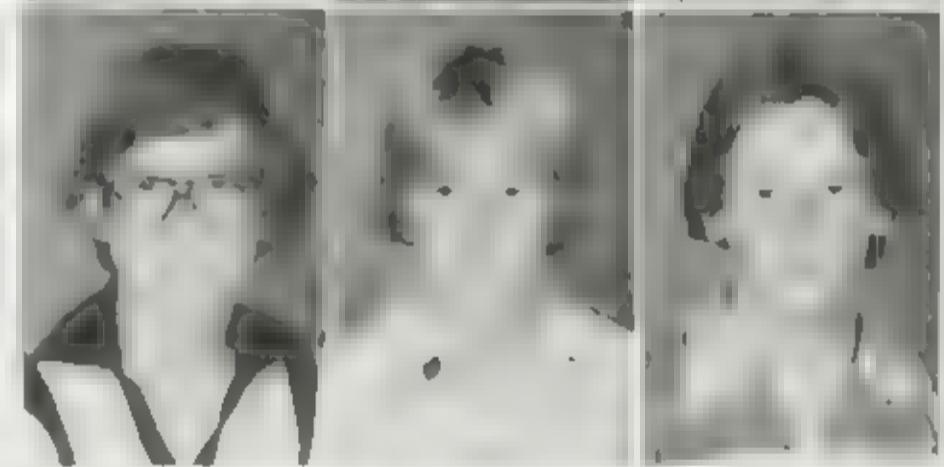
Chad Miller



Nicholas Morris



Jamie McKim
Jimmy Merritt
Jonathan Metz



Scott Mann
Chris Martin
Tim McDonough



Shaun Leavers
George Lewis



(1)



Keith Ott
Manuel Pardo
Steven Pearson
Bruce Pouppert
Perry Prodrebarac



Donald Pratt
Brandon Romine
Bernie Ruysser
Sam Sebree
Robby Shapiro



Clark Smith
Tim Smith



Hans Strong
Brad Sutton



Paul Victor
Marvin Webb
Parker Wei
James Wilson
Tom Wurster

(1) During the winter season, snow ball throwing is very popular according to Eighth Grader Tim McDonough. (2) Led by quarterback Brandon Romine, the Eighth Grade football team lines up for an offensive series. (3) Eighth Grader Maurice King and a visitor to the school enjoy their chop suey.

Lower Schoolers Shocked as They Enter Middle School

Each year a new Sixth Grade class enters the Middle School. The new students must learn to adapt to the Middle School system of changing classes every 43 minutes. Each class is taught by a different Middle School teacher. This is a major change from the system employed by the Lower School.

In the Lower School there were a few class and teacher changes, but for the most part one teacher instructed the class in the majority of the subjects. "The Middle School system," commented Mr. Strub, "not only prepares the Middle School students for the Upper School schedule, which is very similar to ours, but also gives Middle School students added responsibility. This responsibility includes the management of unscheduled time and study halls."

The Middle School schedule consisted of eight 43 minute class periods, one lunch period, and two ten minute recess periods. One recess was some time in the morning depending upon the

grade level, and one ten minute recess was directly following lunch. Included within the eight 43 minute periods was one mandatory study hall, one elective class, one physical education class, and five required classes. These required classes varied from grade to grade but all grades were required to take Math, English, History, and Science.

Each Middle Schooler was given the option of choosing one of a limited number of elective courses such as typing or art. This elective was both interesting and informative for the Middle Schoolers. Each class also had one study hall daily. These study halls were designed to give the students an adequate amount of time to begin or possibly finish their daily assignments. The study halls were proctored by a Middle School teacher who did not have a scheduled class to teach at that time.

A three minute passing period between classes gave the students time to go to their lockers and prepare for the

next class. To aid this transition the Middle School was organized with the Sixth Grade lockers on the third floor, where the majority of their classes were held, the Seventh Grade lockers on the second floor and the Eighth Grade lockers on the first floor for the same reason.

Most Middle Schoolers preferred the practice of changing teachers rather than staying with one teacher throughout the day. They enjoyed the independence and the opportunity to be in class with a wider range of students. As one Middle School student commented, "I think that by having us switch classes the administration was treating us as people who were old enough to handle the responsibility."

The Middle School was a change from the Lower School in many ways, but, after the first few days, the Middle School began to operate with smooth precision.



(1) Sixth Grade social studies teacher John Schirmer tries to get the day's lesson across to his students (2) John Johntz and Scott Gentry play a quiet game of paper football during a recent study hall period (3) Tim Smith's daily schedule of classes and room numbers is displayed in chronological order (4) Eighth Graders Mark Ford and Chuck Curry show us just how boring a study hall can get



(2)



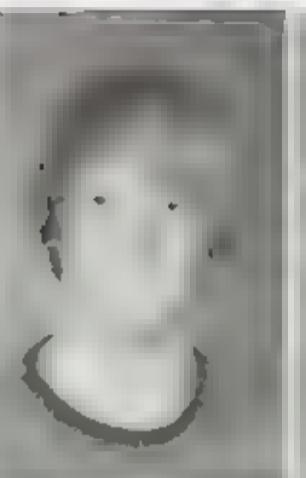
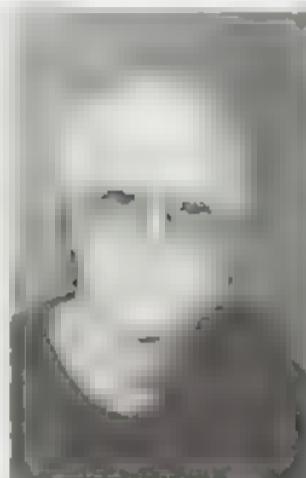
(3)



Freshmen

Phil Wang - president
Paul Fingerish - vice-president

Bill Anderson
Chris Bailey
Davie Beaham
David Berger
Mark Berger



Andy Berkley
Jon Berkley
Scott Brennan
Mike Camacho
Brent Chenoweth



Wait 'till you're Seniors

Incoming Freshmen were faced with the task of adjusting to the new and unique Upper School environment. Due to a number of factors, some Freshmen made this adjustment more easily than others, but all were confronted with the transition from the leaders of the Middle School to the youngers of the Upper School. According to Sophomore Matt Rowland, the way that the upperclassmen treated the Freshmen was one of the big factors that determined how well the Freshmen enjoyed the Upper School life.

According to many Freshmen some of the greatest differences between the Upper and Middle Schools were the greater amount of unscheduled time, the increased responsibility, and a much more academically oriented environment. Freshman Bill Tinsman commented, "As a Freshman I found myself with a lot more free time, but I also had to

work harder to make the same grades as in the Middle School. The less restrictive environment allowed me to make my own decisions and pattern my own time as I saw fit."

Occasionally a Freshman found himself being ridiculed by an upperclassman. To discourage this and to try to make the Freshmen feel more a part of the Upper School and not isolated, the administration placed some Sophomore and Junior lockers in the area that had traditionally held only Freshman lockers. This helped to spread out the Freshmen and not single them out as a group.

The Freshman class for the most part did not find the transition into the Upper School very difficult. Despite having adjusted to being the youngest students in the Upper School and finding Upper School life enjoyable, each Freshman looked forward to being a Senior.



(1)

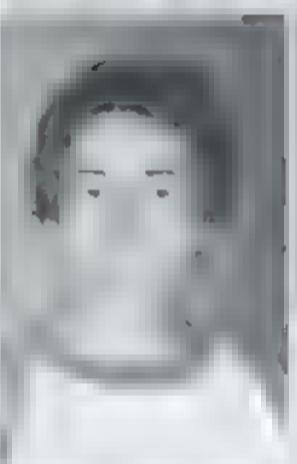


(1)



Bruce Coffey
Conrad Damon

Chris Dieckman
David Dunlap
Peter Durwood



Peter Egan
Paul Fingersh
Chip Fleischer
Stephen Fowler
Brian Frantz



Brad Freilich
Torsten Garber
Anthony Geraci
John Gerson
Bob Goldberg



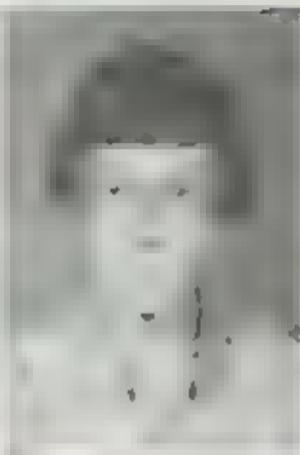
George Guastello
Peter Hahn
Joe Heisler
Troy Holtzman
Jeff Jacobs

(1) Freshman Mags Jones waits patiently to use one of his newly acquired Upper School privileges - the student phone. (2) Riding on the shuttle bus Jonathan Vit comes upon a pleasant thought.

Tom Jacobs
Meigs Jones
Franklin Jurden
Perry Kennard
Chau Le



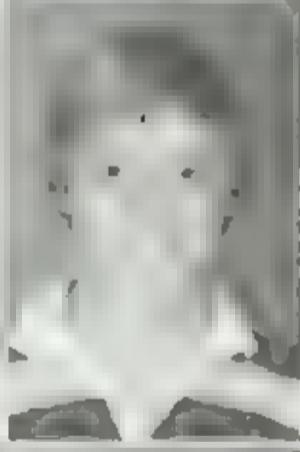
Robert Littlejohn
Matthew Lombardi
Richard Martin
Kevin Mayor
Joseph McBride



Marlon Moore
Mike Mulligan
Henry Newell
Rob Park
Tuck Price



Martin Reed
Adam Sachs



Marvin Sanders
Gerald Sheridan



(1) Freshmen Jimmy Woodson and John Wallace show their disapproval of the tremendous snow storm that hit the Kansas City Area this year. (2) Who says that tall is better? said Freshman Shawn Sullivan to classmate John Gerson. (3) Robert Littlejohn interrupts the study of Freshman Peter Egan and Conrad Damon.

(2)



(3)

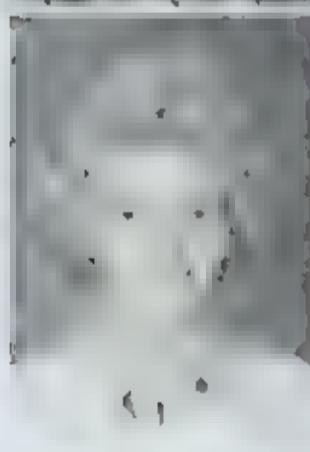


Matthew Skar
Matt Smith
Greg Sonder

(1)



Hans Stander
Shawn Sullivan
Brian Tolema
Bill Tinsman
Matt Vawter



Jonathan Viti
John Wallace
Philip Wang
Leo Wetherill
Paul Winkler



Robert Woods
Jim Woodson
Kirk Wrobley
Curt Young
Not Pictured Ted Lambert

Sophomores

Clayton Marsh - president
Matt Rowland - vice-president

Wally Beck
Bill Biggar



Dan Bortnick
Steve Brimacombe



Mark Brown
Bil Brownlee



Duane Bruce
Kent Burk
Arch Byers
Jeffrey Campbell
Tom Crouch



Sean Daw
John Dods
Ac Ebersole
Kevin Emery
Gregory Fay



(1)





Rick Fowler
Joseph Gerac
Cam Graham
Doug as Greene
Michael Gutfay



David Haddad

(1)



Patrick Knickerbocker
Ken Larson
David Latham

Tom Hartwig
John Ingraham
David Jarrett
George Khoury
Scott Kitterman

(1) Sophomores Jeff Sugar and Steve Brimacombe compete against each other in a computer basketball game. (2) Tom Crouch holds a friendly conversation with some St. Teresa's girls during one of his free periods

Albert Lea



(1)

Brian League
Bryan Love
Tom Mangold
Cayton Marsh
John McCallister



John O Connor
John Owen
Walt Pouppert
Kent Price
David Quigley



Bryan Reed
John Reed
Dan Riccard
Matt Rowland
Eric Sidor



(1) Knowing that his picture is being taken, David Quigley smiles and types without looking at the keys. (2) Sophomore Dan Bortnick tests his skill in the art medium of clay. (3) Pressing forward in line, Sophomores John McCallister, John Owen, Jeff Sugar, and Bill Biggar grin for the camera.

Do's and Dont's of Driving

During the course of the year, most Pem-Day Sophomores reached a major age plateau. This age plateau was, of course, sixteen. On their sixteenth birthdays each Sophomore hastened to the nearest license bureau to take a written examination and a more difficult road skills examination in order to get his license.

In preparation for this test, about 25% of the Sophomores took part in a drivers training course offered through Pem-Day and Sunset Hill. Sunset hosted the training school in the spring and Pem-Day hosted it in the fall. As supervisor of the drivers education program Kevin Madden stated, "Pem-Day and Sunset Hill only provided the classrooms for the course while Brookside Drivers Training School provided cars, Instructors, and the handling of all money and contracts."

The course consisted of 30 hours of classroom instruction in which rules and regulations were taught. The course also included six hours of "behind-the-wheel" road instruction which usually was adequate for the average teenager to pass the road test for his license. The drivers education course was held in two sessions which lasted from October 2 through March 3, and January 13 through May 12. When the course was completed all necessary skills for driving had been learned.

National statistics are ambiguous as to the success of drivers education, but the odds are against any new drivers. Few drivers escape without at least one minor mishap. The purpose of drivers education was to give the young drivers every opportunity to learn to drive not only well but also safely.



(2)



Steve Spratt
Eric Stander
John Starr
Larry Statland
Joseph Tulera



John West
Erich Wursler
Peter Young

Not Pictured
Jeff Sugar

(3)

Juniors

Garret Tinsman - president
Bob Green - vice-president

Steve Armistage
Dan Bailey
Mike Bay
Bob Beaham
Bryan Becker



(1)

O.T.L. - Out to Lunch?

The beginning of the second semester brought the Juniors long awaited open campus privileges. Open Campus gave the Eleventh Grade students new freedom and responsibility. During their free hours second semester Juniors were allowed to scribble their names on a sign-out sheet and leave Pem-Day's campus to do as they pleased.

Among the activities recognized as permissible by the administration were running errands, going to libraries, going home to study or rest, and going out to eat. However, the administration really had little control over the students activities once they got off campus. Just about anything could be done after signing out with the infamous O.T.L. Most students, however stayed within the reasonable limits that the administration set as guidelines.

Strict disciplinary rules were set for those who wished to go off campus either before receiving the privilege of open campus or without signing out. These regulations were created with the intention of showing the students the administration's expectations with regard to behavior and accountability. Upper School Principal Marvin Van Leeuwen stated that he would like the students to be "here unless there is a good reason not to be here, and here unless signed out." A student who did

not have open campus, and was caught off campus was assigned to study hall for the rest of the year. A second semester Junior who did not abide by the rules of open campus lost all his open campus privileges for the rest of the year. One Junior commented, "Even with the strict rules and penalties, many students left campus illegally. Personally I found it easy to sneak off campus and get away with it." Junior Mark Hassenflu had something different to add. "I think most students did comply with the rules set down by the administration."

Through open campus privileges, the administration attempted to create an atmosphere more like that of a college. Students gained a great deal of responsibility and self discipline by learning to schedule their free time.

Van Leeuwen summarized open campus as well as any by saying, "Open campus provided an opportunity for the students to experience a significant amount of freedom in an environment where there is still a great deal of accountability. Students who can handle the freedom and responsibility should have it, and students who can't handle the freedom and responsibility will probably lose it. This provides us with an opportunity to help them choose more responsible behaviors in the future."



(1)



Charley Benson
Jon Bortnick



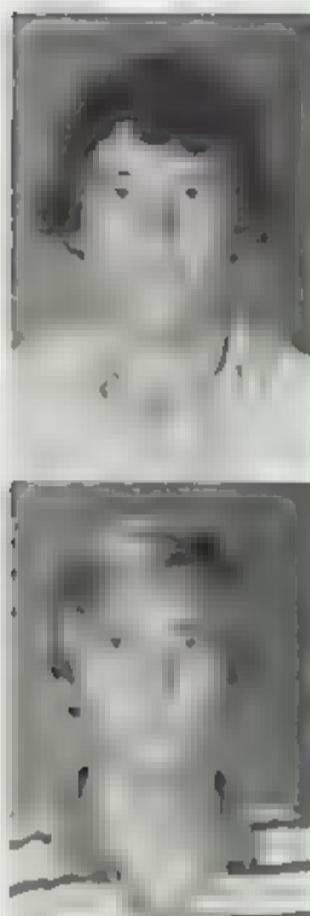
Bucky Brooks
Mark Browning
Todd Cipolla
Mike Doering
Dan Ferm



Nobbie Kim
John Kurtz

1) Using the library facilities. Junior Adam Robb returns a book to its proper space in a bookcase (2) Sean Windsor and Joe Slowinski work diligently during their typing mini-course

Jon Lambert



Bert League



**Jack Letts
Stuart Martin
Chan McCray
Raub McKim
Seth McWhinney**



**Hooman Nourbakhsh
Jeff O'Neill
Grant Pace
Kenl Payne
Mark Pelofsky**



**Steve Polksy
Tim Ramey
John Rippey
Buzzy Reno
Adam Robb**



(1)





Steve Robertson
Tom Rome
Chris Roth
Nelson Sabates
Howard Simon



Mike Sosnow
Joe Slowinsky
Larry Staples
Mark Steele
John Taylor



(2)



Andy White
Sean Windsor
Tim Wurst



Garrett Tinsman

Greg Viterna

Not Pictured
Bob Green
Jerry Koehler
David Whacre

1) Juniors Mark Pelofsky, Sean Windsor, and driver Greg Viterna eagerly prepare to use their newly acquired open campus privileges. (2) Principal Marvin Van Leeuwen sternly administers disciplinary action to Chris Roth and John Kurtz for abusing open campus rules

Rooms Provide Needed Relaxation

Pen-Day students found the *Raider* and *Hilltop* rooms to be extremely useful in terms of both study and relaxation. Both rooms were able to provide a place of quiet and solitude when students needed a good place to work. At the same time they allowed for a place of leisure and relaxation when studying was not on the minds of the students.

The *Raider* room was impressive this year with its neat upkeep and good organization. The editors were able to maintain the cleanliness of the room and keep it under good control during free mods. Although occasionally only editors were allowed in the room, for the most part any person on the staff was able to feel free to go in and use the *Raider* room facilities. Editor-in-Chief, Bryan Becker, recalled, "The *Raider* room was a very busy asset, contributing to both constructive work by the staffers and relaxation during free

mods. I hope in future years that the room will remain open to the staffers and continue being as productive."

The *Hilltop* room was successful as well. Although it was not kept as clean as it could have been, it was a contribution to the productivity of the students. It provided a place where the students could escape the grinding of studies and loosen the load by reclining on a couch and listening to a little music. But it wasn't all play and no work. The *Hilltop* room was very useful during paste-up meetings and other newspaper occasions.

Another area that was set aside for the relaxation of students was the Senior room. Equipped with a stereo and various furniture, Seniors welcomed the opportunity to have a lounge area to relax. Minor problems arose due to an occasional lack of control in the room. But generally the room was used wisely and appreciatively.

(1) During a Letterman's Club meeting, Mike Doering listens intently to a speaker (2) Mark Steele pastes up an article for the *Hilltop* (3) In the *Raider* room, Jim Quirk exhibits his never ending smile (4) Two of the most wanted gamblers in town, Steve Wilkinson and Frank Black, set up their ring in the Senior room (5) Jerry Koehler crams for an exam in the *Hilltop* room (6) John Lamb takes a break from his studies with a card game



(1)

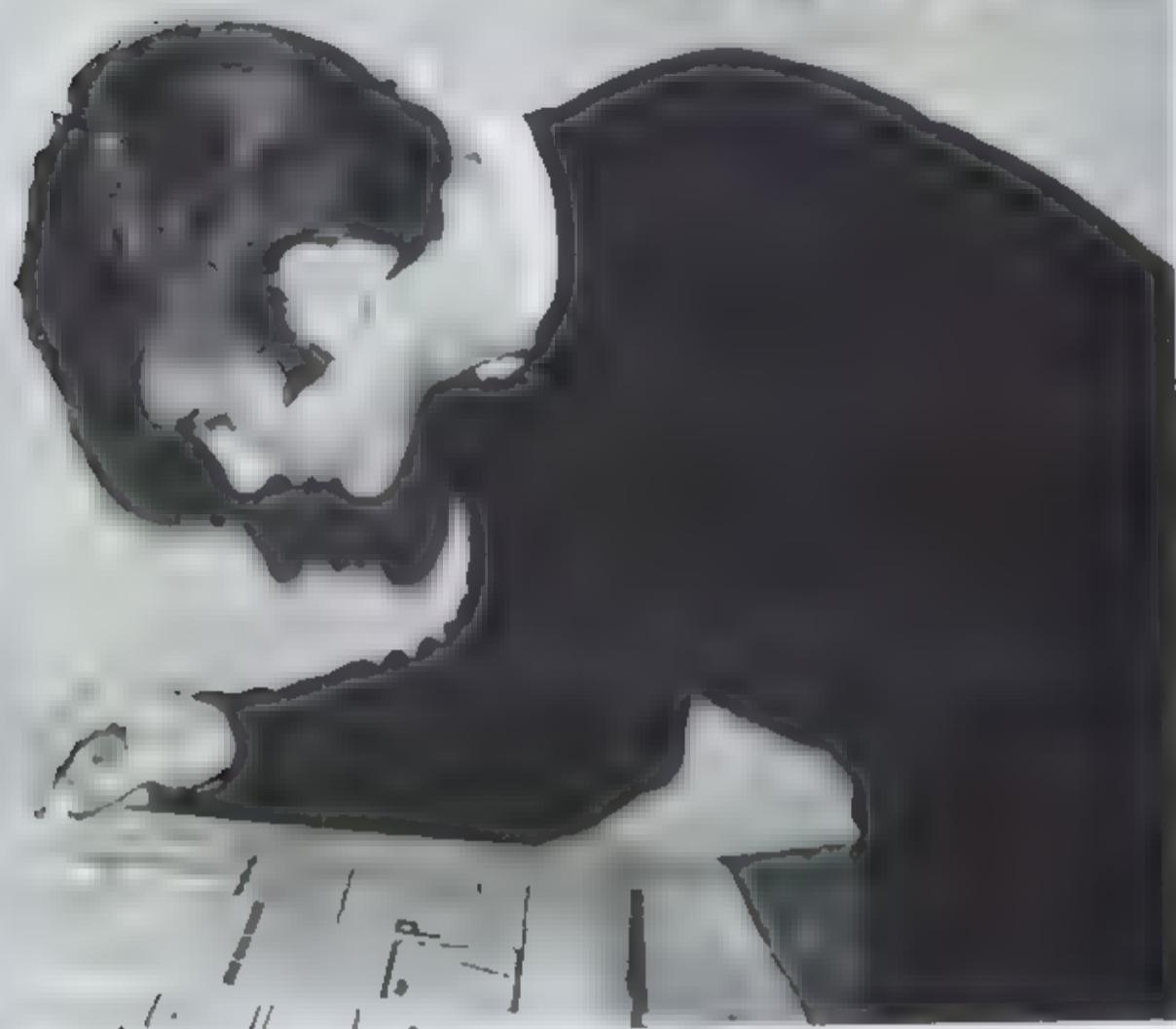


(2)



(4)

WATER



(2)



(3)



(4)



(2)



(3)

Freshmen Playing a Spurring All Grades

As students reached the Upper School at Pem-Day, they no longer associated only with members of their own class, as was the case in the Lower and Middle Schools. They now associated with students in all grades throughout the Upper Schools at both Pem-Day and Sunset. There were four main areas where this greater interaction between classes occurred coordinated classes between Pem-Day and Sunset, classes within the Pem-Day curriculum, athletic programs designed for Upper Schoolers, and the extracurricular activities that were offered.

The option that allowed Pem-Day and Sunset Juniors and Seniors to take classes at either school brought together the students from both schools. The majority of coordination came in the classes in the English Department, but some coordination also took place in advanced science and language courses. Pem-Day Junior Chan McCray commented on the coordination with Sunset, "The increased involvement with students from Sunset is the largest difference between the Upper and Middle Schools. It's not the same as a co-ed school, but it gives me the opportunity to meet girls in a classroom atmosphere."

There were two ways that classes were mixed within the Pem-Day curriculum: the accelerated science and math programs and the English elective program. Students were permitted to take accelerated courses, moving ahead one year and in some cases two.

Blending of classes also occurred in the English elective programs. In these areas students could take a number of different courses, and invariably these classes had a mixture of grade levels. Sophomore John McCallister explained the value of the accelerated programs, "The accelerated courses gave the students the opportunity to excel in certain areas as well as make friends with people in other grades."

Ability not age determined on what level a student would participate in the athletic programs. In both interscholastics and intramurals Freshmen had the chance to participate with Seniors, Juniors, and Sophomores.

Athletics provided a unique atmosphere to meet people, and some very good friendships were made through athletics. As Freshman Mike Mulligan stated, "In Upper School athletic programs I have been

able to meet and make friends with many people in other classes."

Extracurricular activities brought the students from different classes together. Publications such as the *Hilltop* and the *Raider* gave the Juniors and Seniors the opportunity to exhibit their leadership abilities, while the underclassmen by working with the older boys could develop the proper writing skills. The combined choral and the Madrigals gave some members of the Pem-Day and Sunset Glee Clubs the chance to work and perform together, and the musical in the spring was accomplished with the combined talent of both Glee Clubs.

Senior Jim Quirk summarized the importance of extracurricular activities, "With my involvement on the *Hilltop* and the *Raider*, I have had the opportunity to learn necessary writing skills from the older students, and have had the chance to pass these skills on to the younger ones."

Interaction between classes led to the meeting and making of new friends for the persons involved in these activities. These friendships spanned all grade levels and made the Upper School a closely knit place.



(4)



(5)

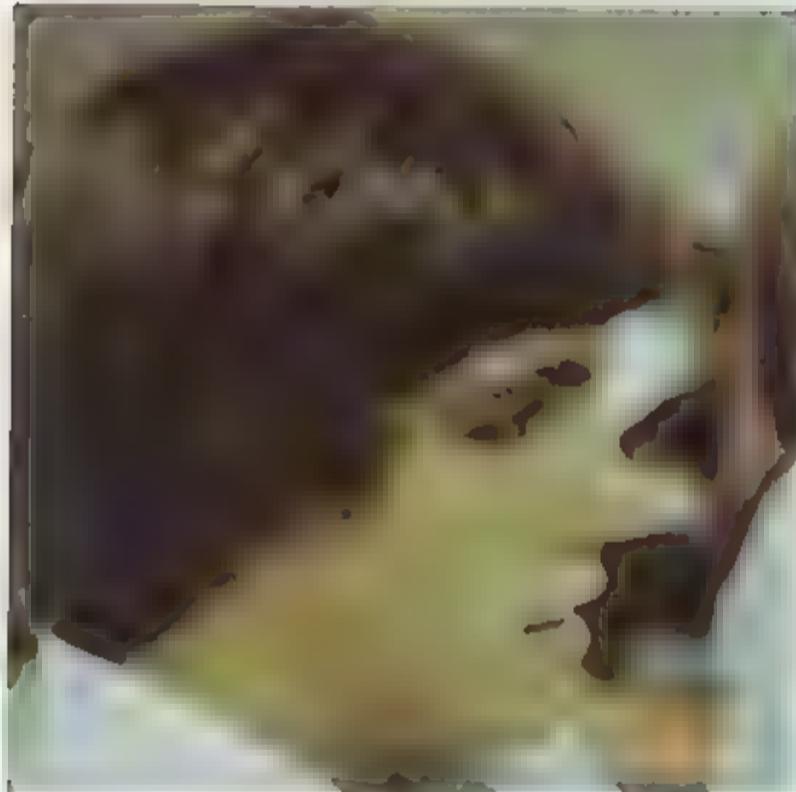


(1)

(1) Senior Don Spencer shows Freshmen Peter Hahn and Frank Jurden a thing or two in the hall's (2) Sophomore Archie Byers and Senior Frank Black hold a humorous conversation (3) Although watching T V is not a course, John Hickok and Sean Windsor do just that (4) Fly tying mini-course just doesn't hold Seniors Mike League and Mark Blomeyer's attention (5) Bucky Brooks, Brian Reed, and John Dods attempt to tie a reasonable imitation of a fly

Seniors

President Bill Conley
Vice-President Jim Davidson



Bill Beck



John Addison



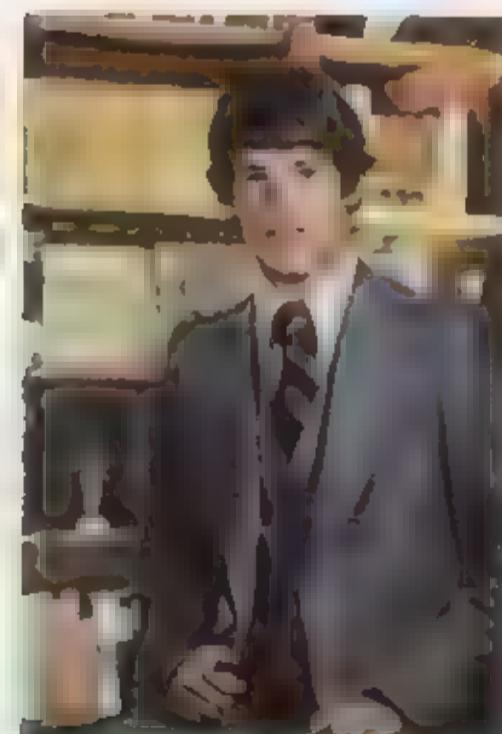
David Arnold



Andrew Atkin



Bill Barton



Frank Black



Mark Blomeyer



Stephen Brooks



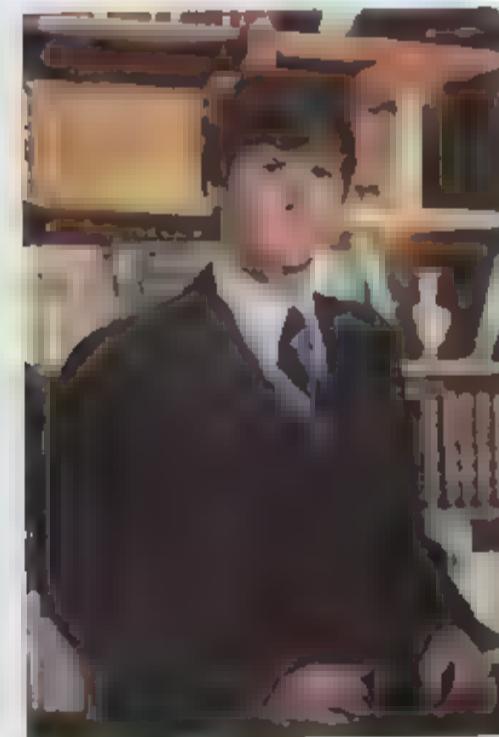
Chris Bublitz



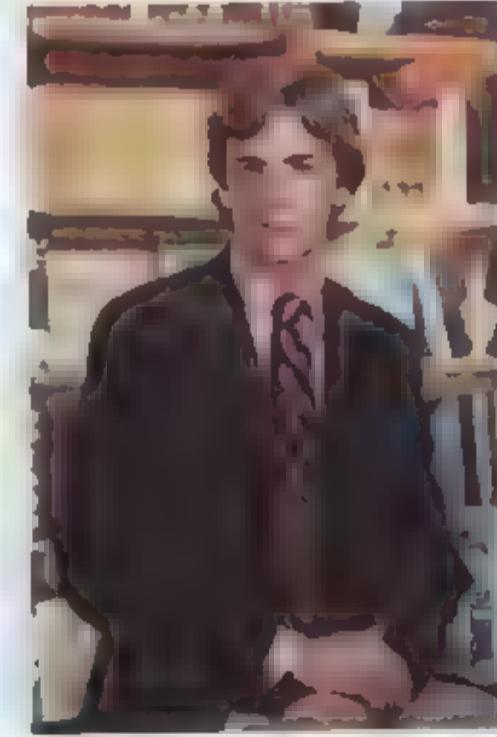
Andrew Bulkley



Troy Burgess

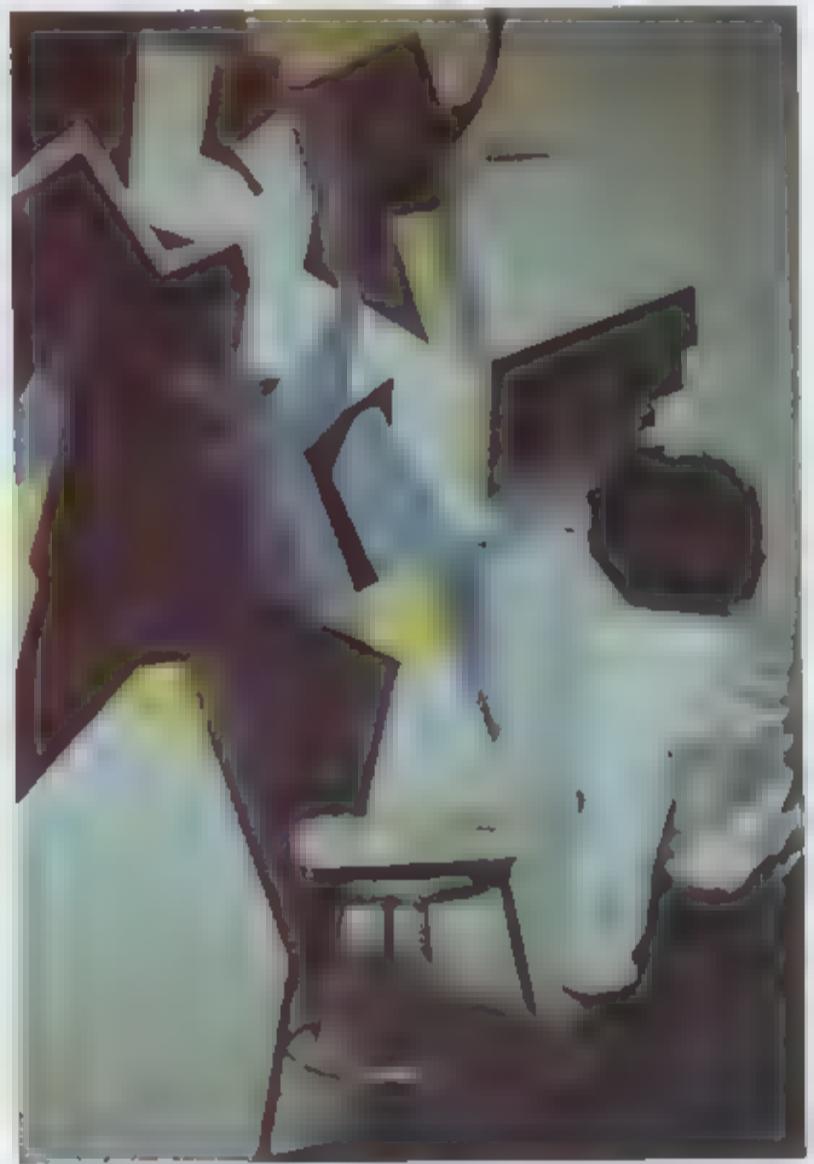


John Butcher



Chris Chapman

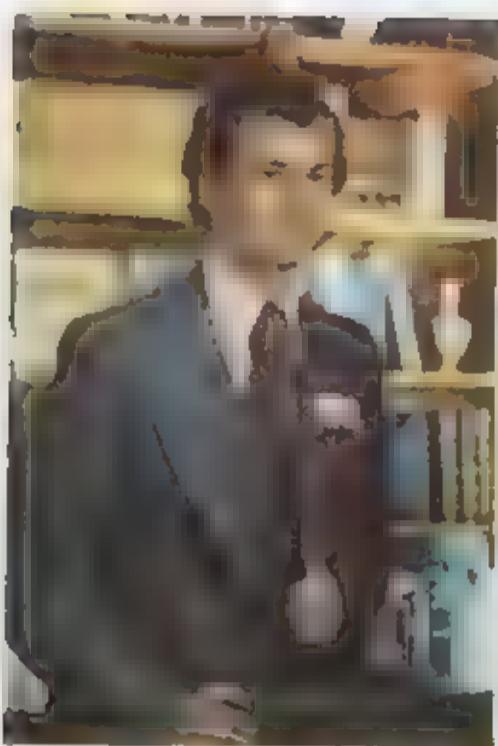
(1) Senior Sid Devins displays his artistic talent in his mural painted on one of the Pem-Day walls. (2) AFS student Steve Brooks participates in an after school music rehearse



(1)



Philip Christopher



William Conley



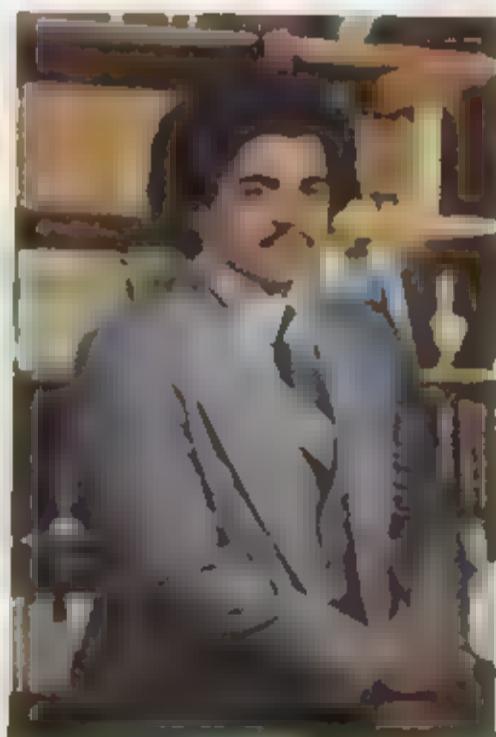
Greg Crooker



Michael Cross



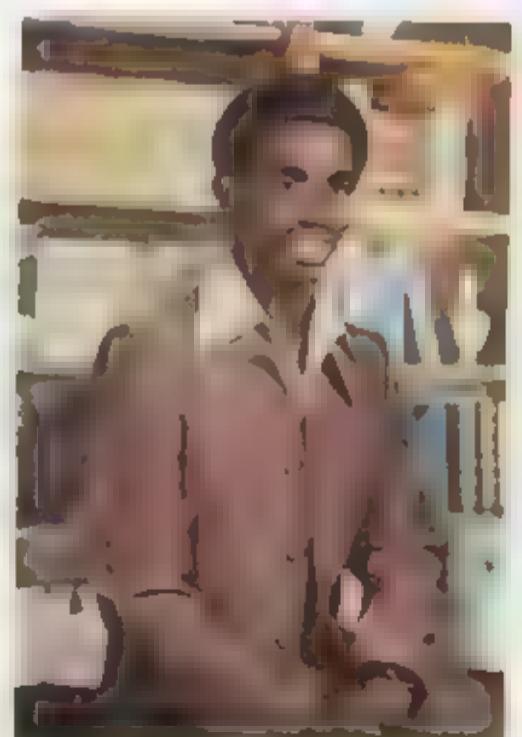
Jim Davidson



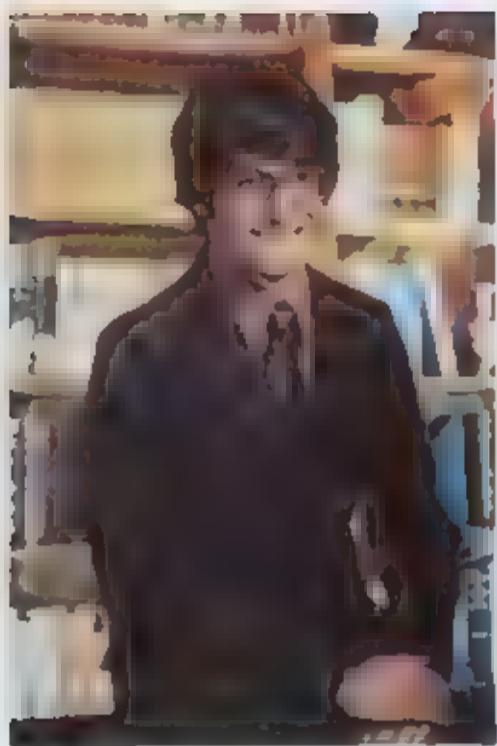
Jay Degeler



Sid Devins



Donovan Dunkley



Mathew Ehrlich



Bill Enright



Shane Glazer



John Graham

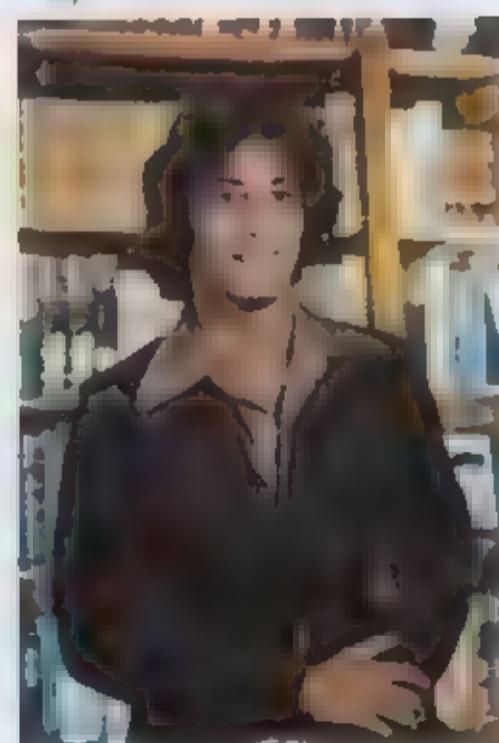
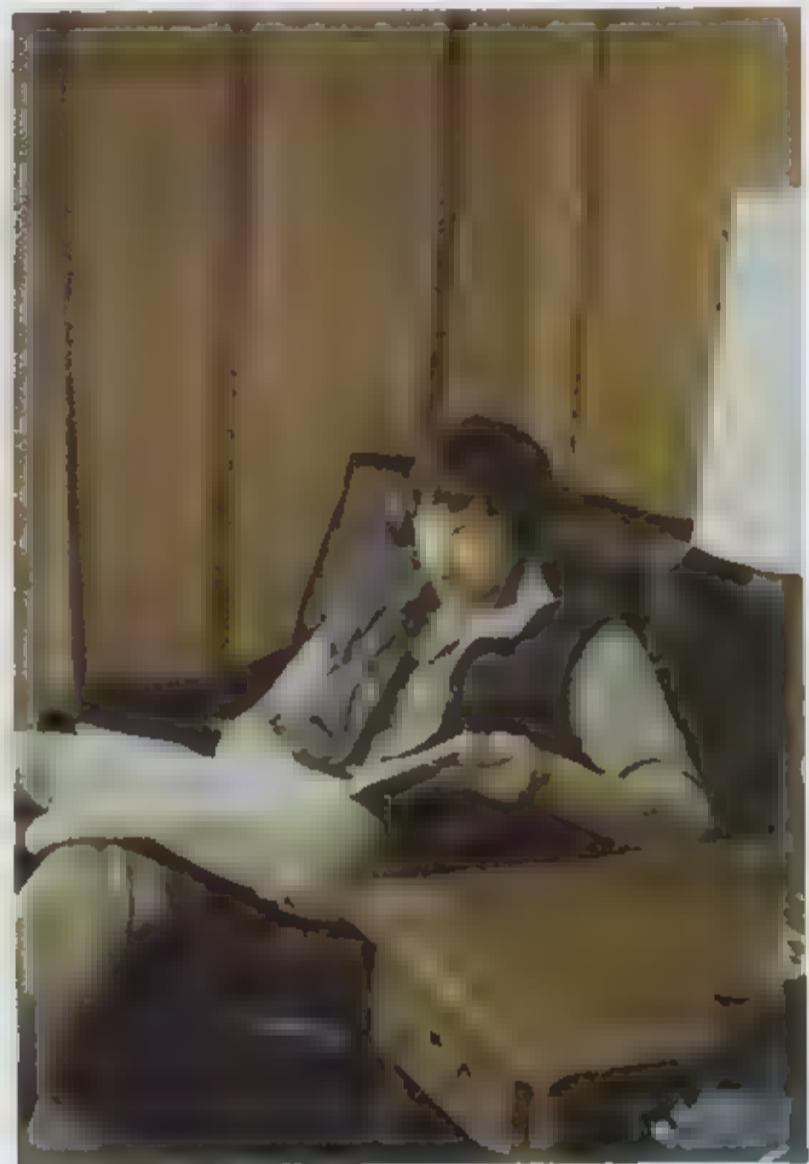


Kelley Graham



Doug Greene

(1) Reclining in the Senior Room, Mark Herman takes a stab at studying algebra. (2) Seniors Lyle Wells and Abe Haddad try to determine exactly what they have created in art



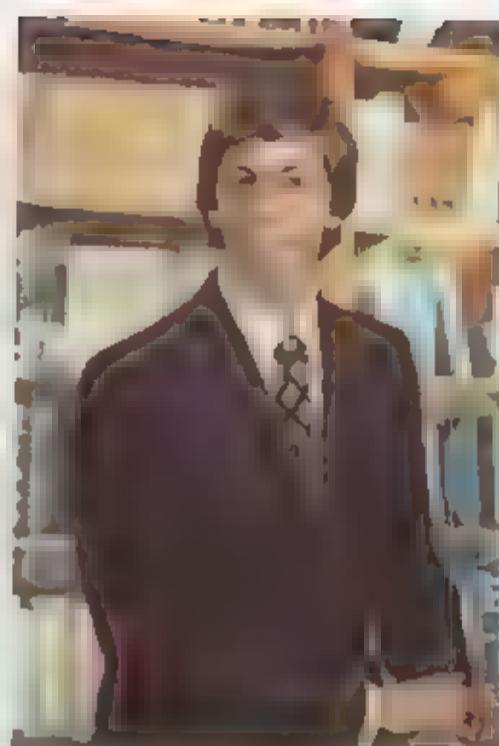
Abe Haddad



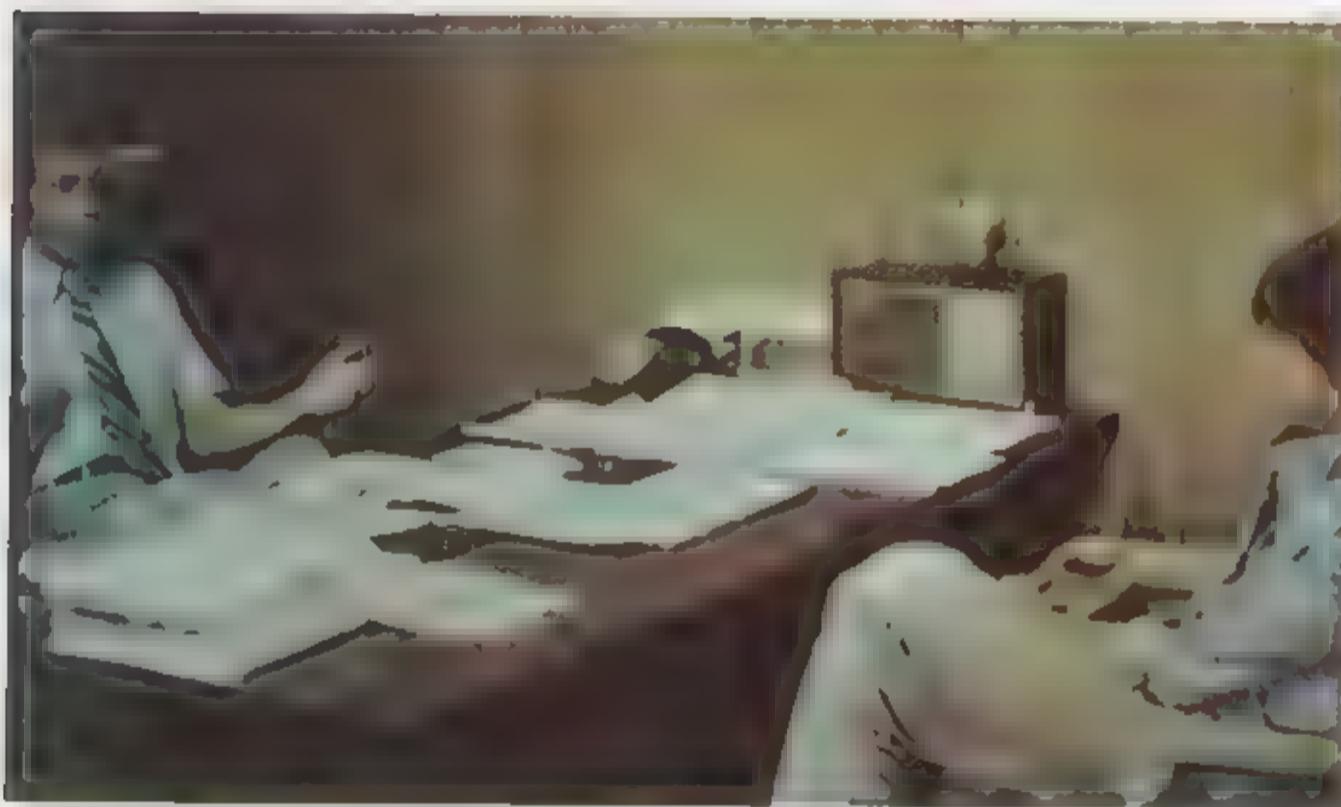
Erich Hahn



Gary Hall



Greg Hartwig



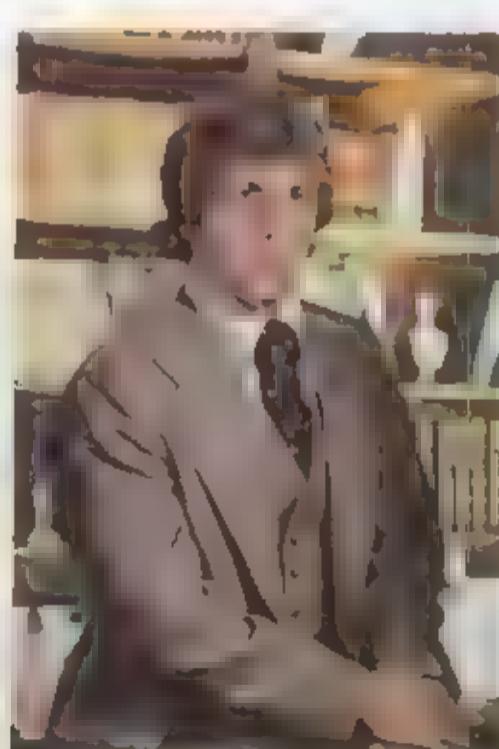
Gary Hassenlu



Mark Herman



John Hickok



Leonard Jurden



William Keller



John Lamb



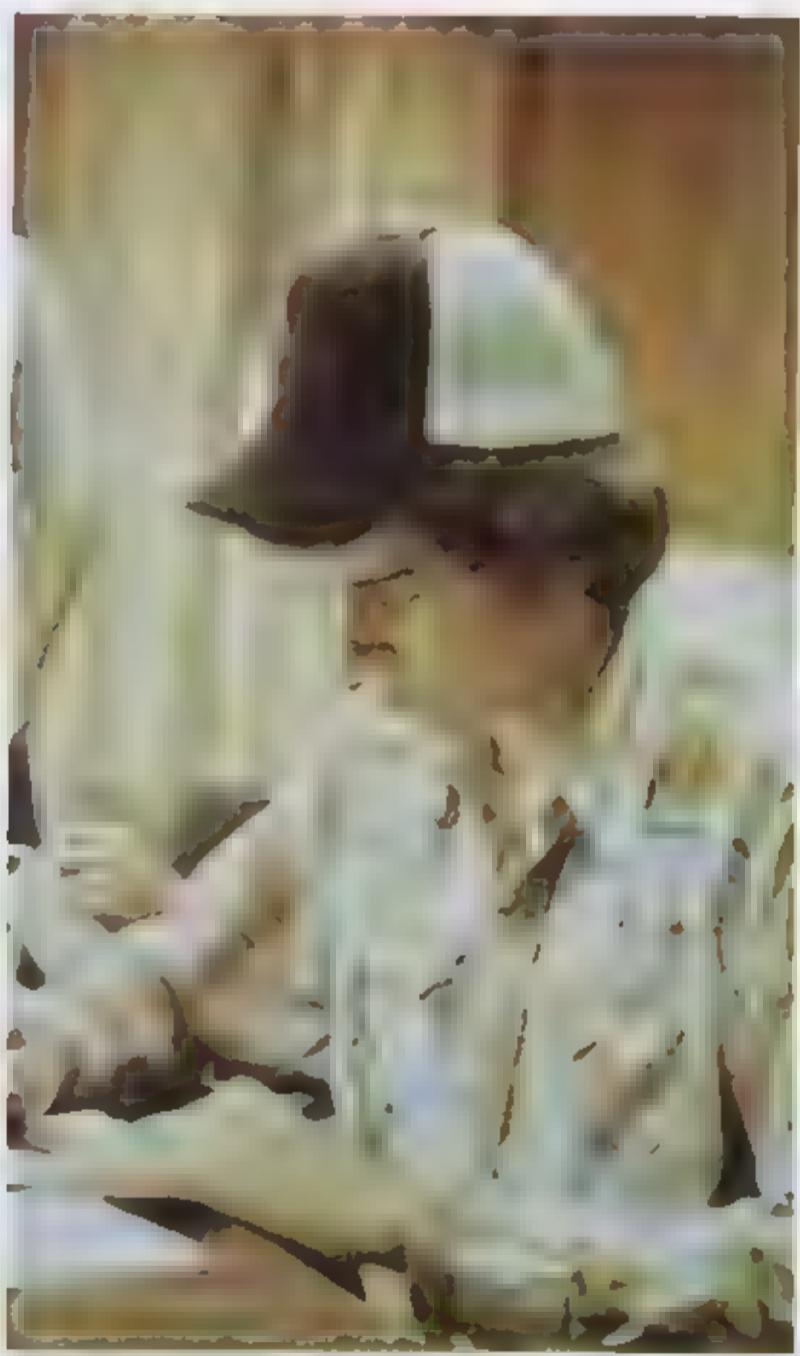
Mike League



Sean McClanahan



Russ Munyan



(1) Doug Young corrects an error in his homework during a free period in his schedule (2) Seeking some advice Mark Herman consults Vice-Principal Craig Maughan



Jim Quirk



Jeff Reed



(2)
Peter Stark



Andy Russell



Jeff Sherk



Jon Simonie



Don Spencer



Peter Stark



Craig Straws



Jeff Ulin



Lyle Wells



Jeff Whetstone



Randy White



Charles Whitaker



Steven Wilkinson

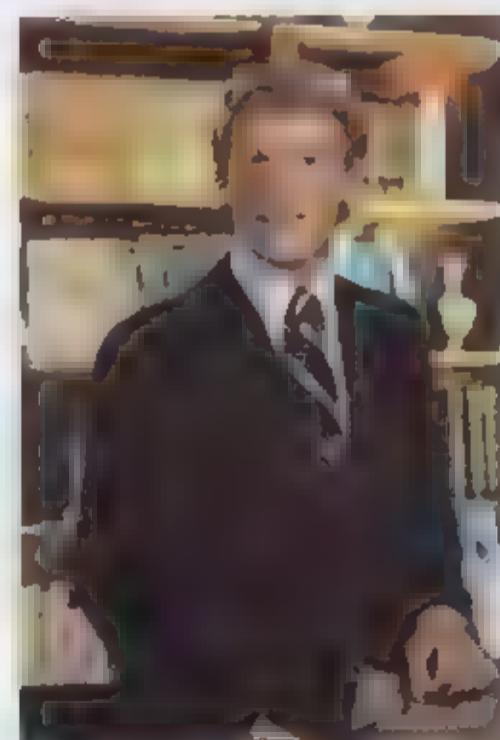


(1)

(1) Preparing to exercise his drawing abilities, Lyle Wells contemplates his next subject (2) Erich Hahn reacts to a humorous situation before a music rehearsal.



Douglas Young



Frank Young

Senior Summaries

John Addison	4	Bill Conley	9	Sid Devins	9
Letterman's Club 2,3,4 (Vice-President); Key Club 4; Basketball 1,2,3,4 (Captain); Football 1; Baseball 1,2,3; Basketball All-District 3,4, All-Metro 3,4; All-State 3,4; All-American Honorable Mention 3,4		Drama 1,2,3,4; Student Senate 1,2,3,4; Musical Light Crew 1,2,3,4; United Campaign Chairman 4; HILLTOP 3; Kindergarten tutor 2,3,4; Letterman's Club 1,2,3,4; Basketball manager 1,2,3,4; Class President 1,4; Vice-President 3; Cum Laude Society; Freshman Cup; Princeton Book Award, National Merit Semi-Finalist		HILLTOP 4; Discipline Committee 4; Assembly Committee 4; Football 1 (Captain); Golf 1,2,3,4; Basketball 1; Art Award 1.	
David Arnold	12	Greg Crooker	3	Donovan Dunkley	7
Glee Club 2,3,4; Soccer 2,3		Key Club 3,4; Football 2,3,4; Baseball 2,3,4; Basketball 2,3,4		HILLTOP 3,4; Assembly Committee 4; Soccer 2,3,4; Wrestling 1,2.	
Andy Atkin	5	Mike Cross	13	Matt Ehrlich	5
Glee Club 1,2,3 (Librarian), 4 (Secretary); Track 1,2,4		Glee Club 2,3,4; HILLTOP 3; Letterman's Club 4; Football 1,2,3,4; Tennis 1; Soccer 1; Lacrosse 1,2,3		HILLTOP 3,4; Glee Club 3,4 (Treasurer); HELICON 4 (Co-Editor); SCHOLAR 4 (Co-Editor); Drama 2,3,4; Williams College Dictionary Award 3; History Award (Coad Cup) 3; Cum Laude 3	
Bill Barton	7	Jim Davidson	13	Bill Enright	6
RAIDER 3,4; Glee Club 2,3,4; Singers 4; Letterman's Club 2,3,4; Yell Leader 4; Football 1; Basketball 1,2,3,4; Soccer 2,3,4 (Captain); Track 1; Soccer Honorable Mention All-Metro 3; All-Metro 1st Team 4		Key Club 2,3,4 (President), HILLTOP 4 (Advertising Manager); Student Senate 3,4; AFS 2,3,4; Assembly Committee 2,3,4; Wrestling 1,2; Golf 3; Vice-President of Junior Class; Vice-President of Senior Class		Glee Club 2,3 (Assistant Manager), 4 (Manager); Football 1,3; Wrestling 2; Tennis 1,3; Track 2,4.	
Bill Beck	13	Phil Christopher	12	Shane Glazer	4
RAIDER 2; HILLTOP 1,2,3,4; Glee Club 3,4; Letterman's Club 2,3,4; Football 1 (Captain), 2,3,4; Basketball 1 (Captain), 2,3,4; Track 1,2; Brooks Channing Noah Award (Football) 4.		HILLTOP 1,3,4 (Contributing Editor); RAIDER 1,2,3,4 (Associate Editor); Letterman's Club 2,3,4; AFS 4; Musical Stage Crew 2,3; Yell Leader 4; Baseball 1; Golf 2,3,4; Soccer 1,2,3		Glee Club 2,3,4; Letterman's Club 2,3,4; Football 1; Yell Leader 4; Swimming 2,3,4 (Captain); Swimming State Finalist 3,4; District Winner 3	
Frank Black	4	Jay Degoler	4	John Graham	4
HILLTOP 2,3; Basketball 1; Track 1; National Achievement		HILLTOP 3,4 (Editor); Letterman's Club 4; Assembly Committee 3,4; Basketball 1; Soccer 2,3,4; Track 2,3		Wrestling 1,2; Track 1,2,3,4; Football 1,2,3,4	
Mark Blomeyer	3			Kelly Graham	13
Glee Club 3,4; Letterman's Club 2,3,4; Football 2,3,4; Franklin Studebaker Riley Football Award 4				Assembly Committee 2; Baseball 1,2.	
Stephen Brooks	1				
Letterman's Club 4; Glee Club 4; Football 4					
Chris Bublitz	8				
Soccer 1,2,3,4					
Andrew Bulkley	4				
RAIDER 1,2,3,4 (Layout Editor); Musical light crew 2,3,4; Drama 2,3; Football 1; Basketball 1; Soccer 4.					
Troy Burgess	4				
HILLTOP 2,3 (Contributing Editor), 4 (Assistant Editor); Glee Club 2,3,4; HELICON 4; Soccer 1; Soccer Manager 4; Tennis 1,2,3,4.					
John Butcher	13				
Glee Club 2,3,4; Letterman's Club 2,3,4; Drama 3,4; HILLTOP 3; Football 1,2,3,4; Basketball 1; Track 1,2,3; Wrestling 2,3,4 (Captain).					
Chris Chapman	4				
Musical Light Crew 1,2,3,4; Golf 1,2,3,4.					



Abe Haddad	8	John Lamb	3	Basketball 2,3,4 (Captain); Baseball 2,3 (Captain), 4 (Captain).
Erich Hahn	13	Mike League	4	Jeff Ulin
Glee Club 3,4; Yell Leader 4; Football 1; Soccer 2,3,4; Student Senate 4; National Merit Scholarship Letter of Commendation.		RAIDER 3,4; HILLTOP 2; Key Club 2,3,4; Letterman's Club 2,3,4; AFS 1,2, Football 1 (Captain), 2,3,4; Basketball 1 (Captain); Tennis 1; Track 2		AFS 4; HELICON 3,4 (Associate Editor); SCHOLAR 3,4 (Editorial Board); HILLTOP 2 (Contributing Editor), 3 (Assistant Editor), 4 (Editor-in-Chief); Tennis 1,2; Quill and Scroll 3, Cum Laude Society 3; Clifford A. Nault Cup (French) 3; Walter W. Bennett Trophy (Math) 3, Paul Jr. and Herbert Hall Bartlett Cup (English Composition) 3; Harvard-Radcliffe Club Book Award 3
Gary Hall	4	Sean McClanahan	6	Lyle Wells
Letterman's Club 2,3,4; Football 1; Tennis 2,3, Baseball 4		AFS 1,2,3,4; Student Senate 1,2,3; RAIDER 3; Print Shop 2		Glee Club 2,3,4, Letterman's Club 3,4; Football 2,3,4 (Captain); Basketball 1; Tennis 1; Headmaster's Achievement Award 2.
Greg Hartwig	4	Russ Munyan	6	Jeff Whetstone
Print Shop 1,2,3,4; Drama 3,4; Glee Club 3,4; Wrestling Manager 3		Glee Club 1,2,3 (Historian), 4 (President); AFS 1,3; HILLTOP 1,3 (Contributing Editor), 4 (Associate Editor); Drama 2,4; Letterman's Club 3,4; Football 1,2,3,4; Wrestling 2,3,4		RAIDER 2,3; HELICON 4; National Merit Semi-Finalist
Gary Hassenflu	8	Jim Quirk	8	Randy White
HILLTOP 4; Assembly 3,4; Letterman's Club 1,2,3,4; Swimming 2,3,4 (Captain); Tennis 1,2,3,4 (Caaptain); Tennis District Singles Runner-Up; District Doubles Champion; State Quarter-Finalist		HILLTOP 2,3 (Contributing Editor), 4 (Executive Editor); Glee Club 2,3,4; AFS 4; HELICON 3,4; RAIDER 2,4; Letterman's Club 2,3,4; Golf 1,2,3,4		HILLTOP 1,2; Assembly Committee 3; HELICON 4.
Mark Herman	7	Jeff Reed	6	Chuck Whittaker
HILLTOP 1,2,3,4; RAIDER 2,3,4; Letterman's Club 2,3,4; Glee Club 3,4 ; Yell Leader 4, Soccer 2,3,4 (Co-Captain); Golf 2,4; Soccer All-Metro Honorable Mention 3, All-Metro First Team 4		Glee Club 2,3,4; Football 1,2; Headmaster Award 1; Social Chairman 3		Soccer 1,2,3,4
John Hickok	13	Andy Russell	2	Steven Wilkinson
RAIDER 3,4 (Associate Editor); HILLTOP 3,4; Glee Club 2,3,4; AFS 3,4, Golf 1,2,3,4; Swimming 3.		RAIDER 2, Drama 3,4,AFS 4; Wrestling 1,2.		Student Senate 2,3,4 (Chairman), HILLTOP 2,3 (Assistant Sports Editor), 4 (Contributing Editor, Assistant Editor, Associate Editor); Letterman's Club 3,4 (Sec.-Treasurer); Key Club 2,3,4 (Vice-President); Football 1,2,3,4 (Captain); Basketball 1; Class President 2,3; Yell Leader 4; La Force Cup 3; National Merit Semi-Finalist, Finalist; National Scholastic Letter of Commendation
Len Jurden	13	Jon Simonie	10	Doug Young
RAIDER 3,4; HILLTOP 3,4; Letterman's Club 2,3,4; Discipline Committee 4; Soccer 3,4; Swimming 2,3,4, Diving 3,4; Football 1		Glee Club 2,3,4; Print Shop 1,2,3,4		Glee Club 2,3,4; HILLTOP 1,2; Basketball 1,3
Bill Kehler	6	Don Spencer	13	Frank Young
AFS 2,3,4; Glee Club 2,3,4; Wrestling Manager 1,2; Football Manager 2; Assistant to the Athletic Director 3,4		AFS 2,3,4 (Secretary), Glee Club 2,3,4; HILLTOP 3,4; SCHOLAR 2,3; Soccer 2, Track 2		HILLTOP 3,4 (Business Manager); RAIDER 3; AFS 3,4 (President); Assembly Committee 3; Letterman's Club 1,2,3,4; Wrestling 3,4; Soccer 2,3,4.



(1) Phil Christopher parks his car in the Senior Lot (2) Andy Atkin works in the Senior room

Living had different meanings to different students. To some it was experiencing new things, to others it was providing those experiences. The student body were a genuine interest in the

Design for Living

Student life at Penn-Day was more than just what happened in the classroom. The weekends, Open-campus, Jobs, community services and other extra-curricular activities all brought together students and helped to form the designs of Penn-Day.

The weekends were usually even busier than the weeks. Friday and Saturday nights were filled with athletic contests, parties, movies, and other forms of entertainment while school publications, church functions, jobs, and many other kinds of activities consumed the students time during the daytime.

Open-campus gave the Juniors and Seniors a great deal of freedom during their unscheduled time.

This freedom to leave school only made having a car that much more a privilege and status symbol. Cars thus formed an integral part of Penn-Day Student life.

Many other things brought students together outside of school. School publications with meetings in the evenings and on the weekends, drama and musical productions, and any number of other hobbies and organizations that students participated in. The students at P.C.D. came from a highly diversified cross section of the community and formed an interesting and unique student environment. The students and their interaction among themselves formed the student life at Penn-Day. This student life was an important part of the Penn-Day design.



(1)

Larry Lammey, Charley Cason, Werner Thonet, and Stuart Martin
The four members of a Varsity football team.



Coordination, Beneficial Link

Coordination of classes between Pem-Day and Sunset Hill began in 1971 and has been slowly but surely expanding.

During the 1978-1979 school year there were eighteen coordinate courses available at Sunset Hill and twenty-four offered by Pem-Day. Except for rare instances in some language courses, all coordination was provided only for grades eleven and twelve.

Pem-Day students who chose to take courses at Sunset Hill or Sunset students who chose to take courses at Pem-Day faced the problems of transportation and adapting to the respective systems and rules of the individual schools. Transportation was solved by a shuttle bus which ran between Sunset and Pem-Day during breaks in schedule. Most students took third mod, "recess," and sixteenth mod for granted and didn't recognize the mod's true purpose. Those breaks in the school day made the coordination possible by providing a time for the transportation between schools to take place.

As for adapting to different systems students found no major problems. As Senior Don Spencer, who took four of his five courses at Sunset, commented, "It was a great experience. The classes were basically the same as at Pem-Day."

perhaps a little easier, but I found them very interesting."

Pem-Day Upper School principal Marvin Van Leeuwen saw no great difference in the endeavor from last year pointing out, "The idea of having boys and girls together in the same classroom is something I very much support."

Participants in the coordination effort also generally felt that the program was beneficial. Like most other students, Lynne Melcher, a Sunset senior, felt she had gained from the experience.

Extra-curricular activities between the two schools went very well. The combined Upper School Glee Clubs presented the annual "BRAVOS" concert and "The Messiah" together with the Barstow School, and the spring musical was a joint production of Pem-Day and Sunset Hill. Sunset also provided cheerleaders for Pem-Day sporting events.

Mr. Jim Heryer, director of coordination between the two schools, was pleased with the schedule. "The amount of exchange was sufficient enough to give a feeling of coordination. The program is a successful one and there shouldn't be any cut-backs in the future."



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(1) Juniors Steve Robertson and Holly Holloman discuss a recent U.S. history lecture. (2) The feeling is not mutual between Seniors Shane Glazer and Lynn Caslavka. (3) Sunset Juniors Leslie Trager and Carrie Pearson play Florence Nightingale to an Injured Chris Chapman. (4) Listening in music appreciation class, Seniors Ann Groner and Lori Wilbur follow the notes attentively (5) A Varsity basketball game gives both Penn-Day and Sunset Hill students a chance to gather socially

(5)



(1)



Quiet Down, It's Assembly Time

"Assemblies at Pem-Day were designed to provide students with exposure to a variety of ideas, personalities, and unique experiences. Some were designed to inform, others were designed to entertain, but all were designed to add to the educational experience of the student." These were the feelings of Upper School Principal Marvin Van Leeuwen about the special Wednesday morning assemblies.

The Wednesday assembly committee, under the direction of Fred White was responsible for arranging Wednesday assemblies. White commented, "The objective of the assembly programs was to be both educational and entertaining. It also attempted to appeal to the interests of all four Upper School classes."

Regular morning assemblies were held for the entire Upper School every day at 8:05 A.M. in Flagg Auditorium. On Wednesdays, they preceded the special assemblies. Senior Class President Bill Conley began each assembly with general announ-

cements, followed by student leaders' instructions regarding their various publications, clubs, or teams. While announcements were being made, two faculty members went up the aisles taking attendance. To facilitate the taking of attendance students were required to sit in assigned seats. Attendance, however, was only one of the purposes of the normal morning assemblies, they also provided an opportunity for individuals or groups to be recognized before the entire student body.

Van Leeuwen expressed satisfaction with the regular morning assembly format. "Among the important features of student life at Pem-Day were the many ways students took responsibility for running various parts of the program. One of these areas was morning assembly. Student leaders did an excellent job running the assembly." Assistant Principal Craig Maughan agreed with Van Leeuwen, noting, "I felt assemblies improved for three reasons: first, they began on time; secondly, the un-

necessary stream of announcements was curtailed; and thirdly, comments and wisecracks from the audience decreased."

The administration initiated one major change in the assembly format. Tuesday morning assemblies were conducted entirely by the faculty. "Since there are many occasions when the administration needs to communicate with the student body, I decided to create a weekly opportunity to do this," reasoned Van Leeuwen. "I thought that communication with the student body was very important. I tried to create a symbol of this communication and an expected occasion for it to take place."

In summing up the feelings of the students, Conley commented, "The assembly programs in general were more relaxed for the students. The communication that took place during the assemblies made them an essential part of the daily routine at Pem-Day."



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(1) Soviet self-defense artist, Edward Yarovsky prepares to demonstrate his skills on senior John Butcher (2) The Kansas City Ballet entertains the Upper School during a Wednesday morning assembly (3) Senior class president Bill Conley informs students of the important events of the upcoming day (4) Junior Howard Simon (standing) organizes some Hilltop work with senior Russ Muhyan before an assembly



(2)

What's For Lunch Today? I'm Starving!

"Not Spanish rice again!" A common reaction when Pem-Day students saw the menu for the day. But for the most part, students looked forward to their lunches. Most of the lunchtime attention was focused upon changes in meal planning and lunchroom procedure. While the cost of the food went up, the price for lunches remained the same, tables were therefore given smaller portions. In the view of the administration, these portions were enough to fill all nutritional requirements. Students, for the most part, agreed with the administration's view on lunches.

Dietician Betty Stenstrom commented, "We tried to equalize the amount of food given to each person to insure that each would receive his fair share. As for the planning of the meals, we tried to take into consideration the suggestions we received from the students and the faculty. As a result, in the past year or so, we have cut back on the number of casseroles served and tried to vary the menus a

little more." One of the most appreciated types of new meals was the addition of Mexican dishes such as burritos.

The lunchroom procedure remained pretty much the same, although enforcement did not. One person at each table served and cleaned up that particular table for one week. In order to have the table set by lunch time, the server was excused from his before-lunch class ten minutes early. This practice caused a minor problem; teachers found that some students were constantly serving waiters. This problem, much to students' dismay, was easily solved by increased checking of serving lists beforehand.

The only other problem involving the lunchroom order was a situation that could have easily gotten out of hand because of the extensive crowding in the lunchroom. It took extra time, not only prior to lunch to get the room in order, but also after lunch to clean up the room. Zeroing in

on this problem, Upper School lunchroom supervisor Craig Maughan said, "Due to the largest Upper School in recent memory, we have found the need to enforce some policies in the lunchroom, centering on the cleanup waiter. We were able to eliminate extra work done by cooks-work which was not their responsibility in the first place." By checking tables and serving waiters, Maughan made certain that everyone did his job. This made lunches more enjoyable.

The students opinion of Pem-Day lunches was best expressed by junior, Bucky Brooks. "In general, lunches at Pem-Day satisfied my appetite. But when chicken tetrazini time rolled around, I, along with many friends, could easily have been found at a nearby fast food restaurant." In a poll taken among the student body, hamburgers, hot dogs, roast beef, and sombreros were among the favorites, while shepherd's pie, chow mein, baked fish and chicken tetrazini all came out on the short end.



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(1) Sophomore Albie Lea really enjoys his burritos (2) In retaliation, David Whitacre, Tom Rome, Mike Doering, and Gordie Hamilton prepare to launch a barrage of biscuits. (3) Junior Jeff O'Neill thrown in his two during a recent 'horse- n' -goggle' in an effort to receive an extra dessert (4) Seventh graders Hartwell Byrd and Ed Rippey enjoy a Middle School Lunch

O.T.B., Out, O.T.L., Home, FREE

So you're a Junior or Senior with open campus privileges, you have an hour or so free time, and you want to know where to go for a bite to eat, or just a place to get away from school. If you asked that question to ten different Pem-Day Juniors and Seniors, you probably would have received ten different answers.

Depending on the day and time, the answer could have been anything from Lucy Lynn's Bakery to Hardee's or McDonald's to Pretzels. Each of these places and many more had its own particular appeal to students who wanted to get away from the pressures of school work. Basically the day could have been split into three time periods, morning, lunchtime, and afternoon. Besides the occasional errand or trip to a library, a pattern in off campus excuses could be seen in each of the three periods.

MORNING, 8:30-11:00 — "OTB" (out to breakfast) dominated the Junior and Senior sign-out sheets in the morning hours. If mom's breakfast didn't do the job, or if a Junior or Senior just had the urge to get a quick snack, they just put down "OTB" and left. Without a trusty Regan's to frequent, hungry Juniors and Seniors usually could be found either buying donuts at a nearby shop, or eating one of the breakfast entries at McDonald's. Students generally ate on the way back to school or sneaked the food to a safe place on campus to eat.

LUNCHTIME, 11:00-1:30 — During this time slot "OTL" was where students were found. With meals like Spanish rice or chow mein, it was sometimes tough for students with open campus to resist the urge to go out to lunch. OTL usually meant either Hardee's, Taco John's, McDonald's, Wendy's, or Shakey's, all located between State Line and Rainbow, from Westport Road to 39th Street. Students had the choice of roast beef, hamburgers, Mexican food, or pizza all within ten minutes of the school. Some students chose to get a bite to eat at home instead of paying, but the majority went to one of the nearby eateries when they went off campus.

AFTERNOON, 1:30-3:20 — There was no one reason for going off campus that dominated during the afternoon hours. Although "home" was the most common, "bye b' e," "cruising," "food," and a wide variety of others could also be found during this period. During the afternoon more than during the morning Juniors and Seniors had a tendency to just want to get away from school for a short time.

Despite the number of different places to go during any one time period, students seldom left campus alone. It was much more common for a student to find a friend or two and go off campus together. Although it may have seemed like large numbers of students went off campus, generally at any given time the number of students not on the Pem-Day campus was under 20 or 25.

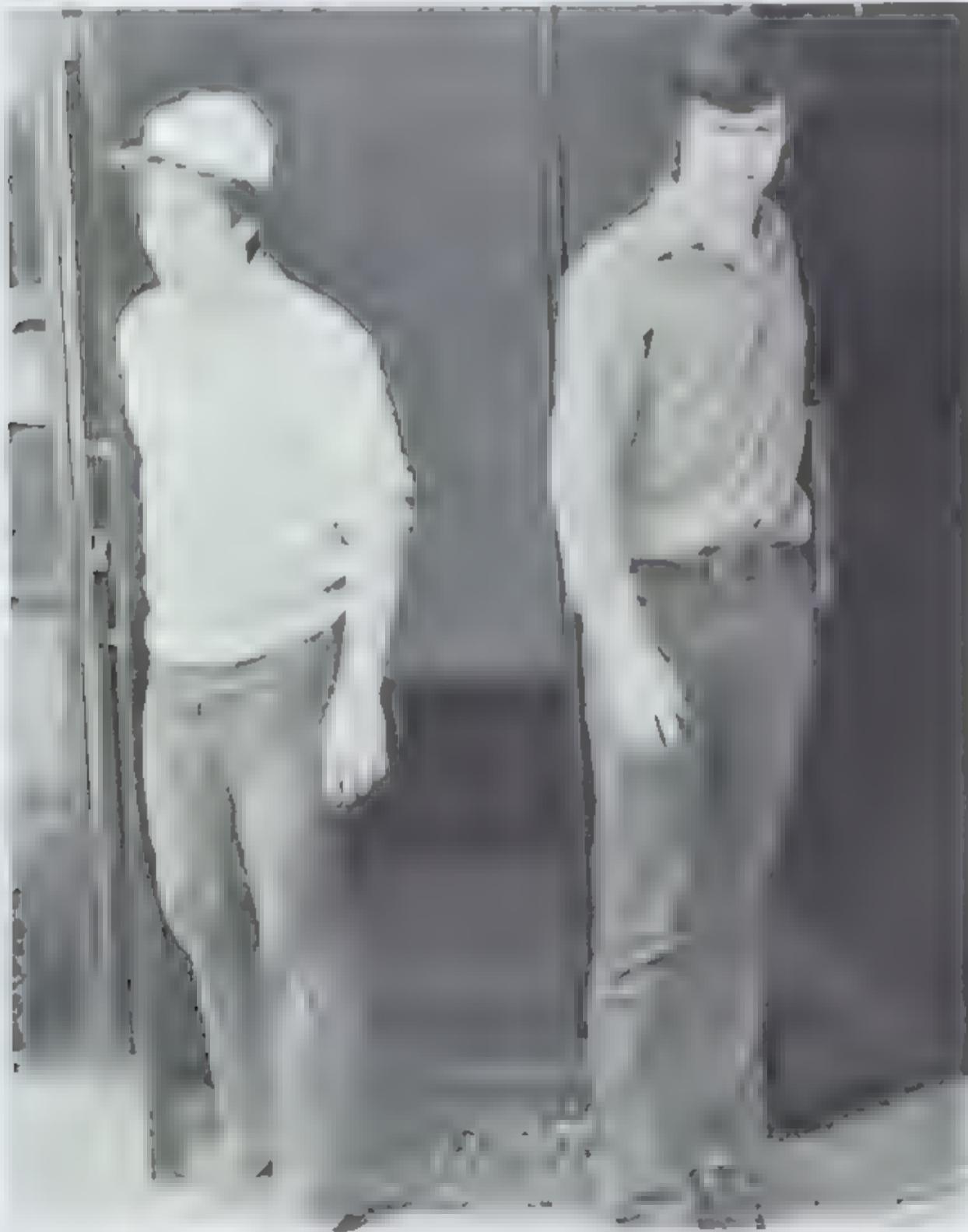
Upper School Principal Marvin Van Leeuwen commented on the open campus system, "I think that open campus allowed Seniors and second semester Juniors the kind of freedom they will have in college, in an environment where there is still some supervision."

Juniors and Seniors at Pem-Day recognized this but also saw the privilege as an opportunity just to leave the school campus and get away from the rigors of school during free time. Because the advantages of the open campus system were so great, everyone who enjoyed the privilege was careful to use it responsibly so as not to lose their open campus freedom.





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(1) Juniors Charley Benson and Mike Doering leave the Upper School on their way to lunch
(2) Mark Herman and Mike League watch a basketball game at Barstow (3) Pool shark Jerry Koehler lines up his shot in the corner pocket (4) Coming back from an off campus lunch Junior Todd Cipolla sips a drink



(3)



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Crazes hit Pem-Day



Throughout the year, student life on campus was composed of many student activities. Among the most popular were "dog-piles" and electronic games

"Dog-piles" were originated at the beginning of the year and maintained a large popularity until its peak in mid-December. During this period, any unsuspecting student could have been converged upon by a mass of rowdies. A "dog-pile" was when a person was forced to the ground and smothered by a multitude of bodies. Piles were often spurred by offensive remarks or by a simple wrestling match attracting a large participation.

The more bodies on the pile the bigger the pile and consequently the more weight on the bottom man. The record, held by the Sophomore class, consisted of 28 persons weighing nearly two tons. "Dog-piles" provided an opportunity for students to take out their aggressions and break away from the monotony of their heavy work load. Although teachers, for the most part, disapproved, the students felt that the "dog-piles" were just good fun.

Around the beginning of the second quarter, a computer game craze hit the Upper as well as Middle Schools. During free time at school or after school, it was common to hear the

various squeaks, buzzes, and melodies that signaled success or failure at a certain game.

Although students could choose games from football, racing, basketball, and baseball; football and basketball were the most popular. By maneuvering lighted blips around a mock field with fingers and thumbs, touchdowns and baskets could be scored. Another factor that made the games attractive was that, by playing against a miniature computer, no two games were ever the same. Starting on a low skill level players worked their way up to the pro 2 or expert level.

There were a number of people who claimed to be the best in the school at a certain game. Although there never was a football or basketball champion crowned, there was a great deal of competition. Playing the computer games became almost an obsession to some. At the height of the craze a touchdown could occasionally be heard in the back of a class or even in the bathroom.

Both the computer games and the "dog-piles" were outlets that students took advantage of during the school day. They helped relieve some of the pressure from the minds of the students.



(1) Kevin Emery plans his next offensive series as Sean Daw goes for it on fourth down. (2) These Juniors execute the conventional six man dogpile L to R, Bob Green, Greg Vitera, Grant Pace, Jeff O'Neill, Mike Doering, and Nobbie Kim. (3) L to R, Doug Green, Bill Beck, and Phil Christopher prove that Seniors can dogpile too. (4) Junior Charlie Benson displays the safest position for dogpiling as Mike Doering yells for help.

Burnoffs, 3:20 Kroh - Be There

"Gentlemen start your engines" might well have been heard any day after school as a few common Pem-Day students were transformed into reckless Indy drivers. They would mount their steeds, which had names like Camaro, Cutlass, El Camino, Formula, or Mustang. Shortly thereafter one could have heard the roar of straining engines, the screech of tires, and the blaring of stereos. As they skillfully maneuvered their mighty machines onto the pavement, the luster of chrome, the glistening of paint, and the look of the driver wearing his mirror shades was enough to warn wise pedestrians to make themselves scarce.

Cars in general were not strictly macho symbols but were also used by the drivers for more general purposes. Dodging the everpresent rules concerning underclassmen off campus privileges was one of the major uses for cars. Some cars also had a major influence on Pem-Day youth's sen-

timent on agriculture. "Farming" raids on individuals or on rare occasions, rival campuses was not unheard of. But cars were not only used for showing off.

Only about 15% of the students' autos were owned by the students. The other 85% were family cars, which ranged anywhere from economy size cars to luxury liners. Most had seen at least four years wear, and represented just about every make and model available.

Overall, cars were a very important part of Pem-Day life. They provided a means of escape from the long haul of school work, as well as a type of status symbol. People who could drive were considered one up on non-drivers, and drivers of fancy models were envied by those who drove family cars. Last, but by no means least, cars provided transportation, not only for getting to and from school, but also for weekend activities (dates, parties, and general get-togethers).



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(1) Faculty member Ed Lewis' TR6 sits in the senior lot, the envy of every Pem-Day student
(2) The presence of the front end of senior Craig Straws' car, "Fred", haunts the PCD driving community with its ominous message (3) Juniors Charley Benson, David Whitacre, and Bob Green smile atop their cars as visions of cruising dance in their heads. (4) Senior Bill Enright "catches a butt" in his car (5) "Looking tough", Juniors Bob Beaham, Mike Doering, Gordie Hamilton, Bob Green, Charley Benson and David Whitacre pose with their dream machines



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Interests Varied and Important

In an attempt to escape the pressures of school, and to broaden their outside interests, many students took part in very worthwhile extracurricular activities. These ranged anywhere from educational activities such as computer programming, writing, and the construction of a robot to athletic pastimes such as raquetball, SCUBA diving, and Lacrosse.

Senior Greg Hartwig became so interested in computer programming over the past year that he purchased his own computer and also worked at a Computer Center on weekends. Another Senior, Donovan Dunkley also did some work in the technological field as he constructed a robot. He planned to enter it in the Greater Kansas City Science Fair.

Senior Jeff Whetstone has spent the past six years writing stories and poems and has been fortunate enough to have several stories published.

Mike Mulligan, a Freshman, has been playing racquetball for approximately three years. He has won several trophies and plans to compete in the Kansas State Tournament.

Senior Mark Blomeyer was involved in an extracurricular activity slightly unfamiliar to Kansas Citians. Mark participated in the SCUBA mini-course his Junior year. He has

since become very interested in that activity and has been recognized by the National Association of Underwater Instructors for his involvement in SCUBA diving.

Junior Garrett Tinsman has been honing his Lacrosse skills for the past two years with the Kansas City Lacrosse Club. Tinsman, along with several other students, practiced and played with the Club full time last year due to the cancellation of Lacrosse at P C D.

Two other worthwhile activities were David Whitacre's art projects, and Russ Munyan's participation in scouting. Whitacre, a Junior, has used his artistic talents to create many pieces which decorate his house, and also a work which decorated the Pem-Day campus. His creation consisted of a large white parachute which hung in the courtyard during the week of Homecoming. Senior Russ Munyan has done serious work in the Boy Scouts of America. His dedication led to his promotion to Eagle Scout.

Outside interests of Pem-Day students were a large part of their life. As Junior Garrett Tinsman asserted,

"After the homework and studies, it was great to have something constructive to apply yourself to." The outside interests of Pem-Day students filled that void perfectly.

(1) Some Juniors catch underclassmen under a cargo parachute. (2) These Lower Schoolers examine the fish in the Lower School fish tank (3) Junior starting defenseman for the Kansas City Lacrosse Club, Garrett Tinsman, brushes up on his skills in the Kroh parking lot (4) Senior Frank Black imitates Willie Nelson with a little music. (5) Scott Brennan tests his working model of an atomic bomb (6) Working in biology class, Sophomore Albie Lea looks through a microscope at bacteria



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"That's Entertainment"

Entertainment is sort of a catch-all term that applies to anything that amuses or holds the attention of any one person or group. Such activities were in abundance this year and hardly a weekend passed without some sort of venture to liven it up.

Pem-Day sports activities served as such entertainment. Football and basketball games that occurred on Friday and Saturday nights drew large numbers of students. The large numbers prompted a lot of spirit not only among the students but also among the players. That kind of involvement proved beneficial to both team and fan.

Parties ranked very high on the list of preferred entertainment. Pem-Day/Sunset parties began to earn reputations around town as "being worth attending". The evidence for this could be found in the presence of unprecedented numbers of students from larger schools such as Shawnee Mission East, St. Theresa's Academy, and (occasionally) Rockhurst.

Parties proved to be a relaxed way of talking with old friends and meeting new ones. A totally academic atmosphere can only go so far and a party enabled a person to relate to people in a more informal way. Drinking of alcoholic beverages like mixed drinks and beer was not uncommon at parties. It generally was not abused and was therefore socially acceptable to the

students.

Various activities throughout the metroplex also kept students involved with the "pulse of the city." Rock and jazz concerts became a social event. Even at the largest concerts, such a large number of Pem-Day and Sunset students attended that it was easy to locate and sit with big groups of friends. Performances by groups such as Styx, Yes, Steve Martin, Boston, Queen, and Supertramp made the investment of time and money worthwhile.

A mellow evening might have consisted of a few close friends getting together and going to see a movie, or just gathering at someone's house if everyone was collectively broke.

For a taste of culture one could have gone and seen road productions of such Broadway hits as "The Wiz" and "Pippin." The philharmonic was also available for the more refined tastes. There were several collaborations between the Philharmonic and such notables as Ella Fitzgerald that provided for some upbeat performances; a healthy alternative for some students.

Entertainment, in all its variations, was omnipresent and performed a useful service by extending the learning environment beyond the reaches of academics. It served as a release from the rigors of study, and added to the general enjoyment of high school.

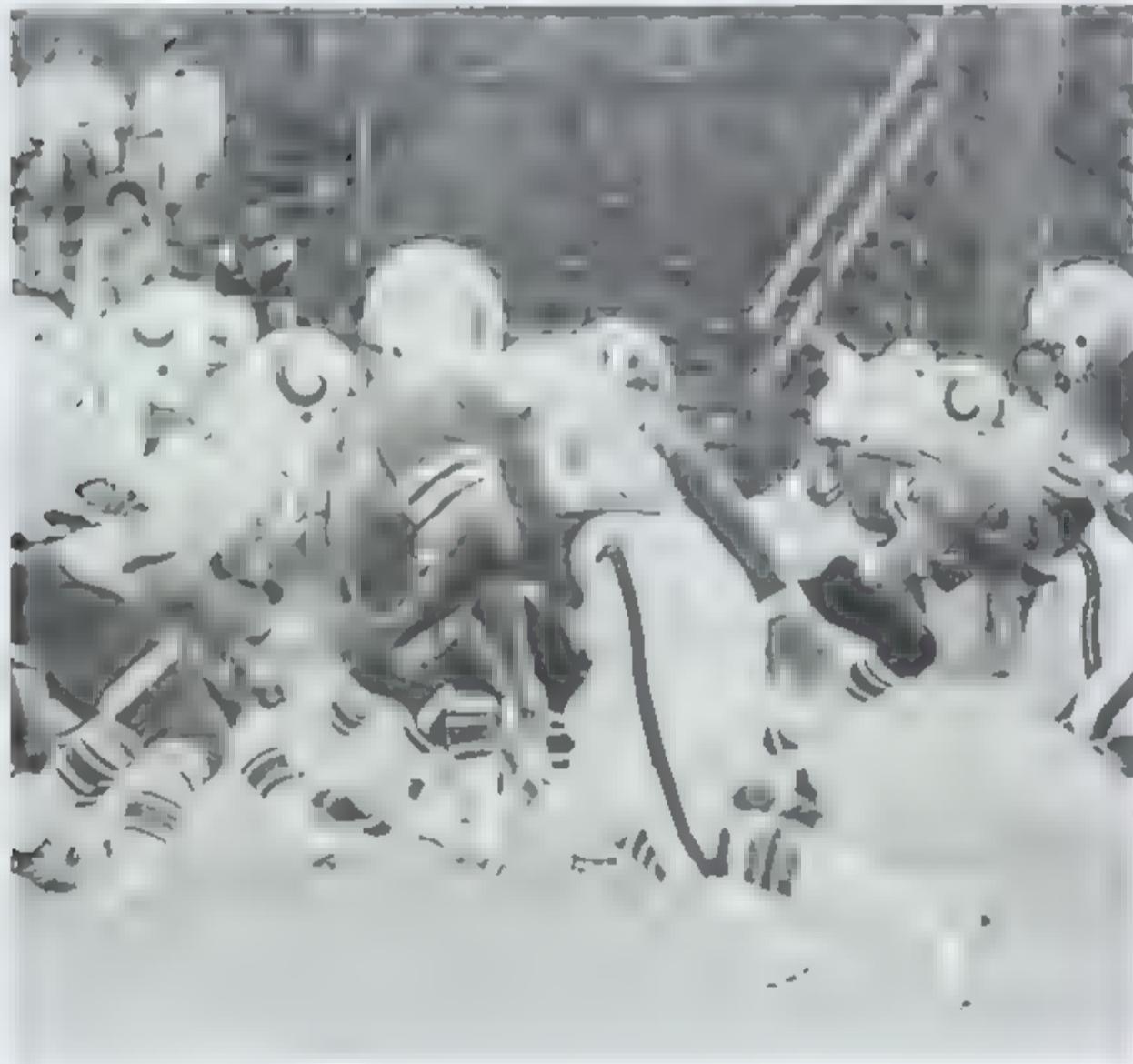




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(1)Football and Basketball games were prime forms of entertainment on the weekends. here PCD takes on Codasco. (2)Posed by the poster of U.S. Senator Blutarsky otherwise known as John Belushi, are Frank Young and Bucky Brooks. (3)Yell Leaders: Chris Chapman, Phil Christopher, Andy Bulkley, and Steve Wilkinson display their chic "Knightgowns" at the PCD-Barstow basketball game (4)Doug "Joker Jake" Green was a prime example of the influence of the record industry on Pem-Day



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(1) Lower Schoolers take advantage of the keep snow to slide down a hill on the Pem-Day campus. (2) Junior Mark Pelotsky poses along with his father, Mayoral candidate Joel Pelotsky. (3) Mayoral candidate Richard Berkley and his son, Freshman Jon Berkley, pose in front of their home. (4) Ward Parkway is covered with a blanket of snow after a recent snowfall. (5) AFS student Stephen Brooks shows his displeasure after losing a hand at Las Vegas Night.

Year Exciting and Hectic

Two uncharacteristically large snowfalls that stranded many people climaxed the winter for Kansas Citians. On New Year's Eve, the city received close to fifteen inches of snow and two weeks later received ten more that remained on the ground until early March. Record freezing temperatures were set for the months of January and February.

While Kansas City was crippled by the snow, Chicago was devastated. They suffered their worst snow ever as they were deluged by an excess of eighty inches of snow. Record snows and cold temperatures hit other parts of the nation as well.

The mayoral election presented a special situation for the Pem-Day community. Two of the leading candidates, Richard Berkley and Joel Pelotsky, were fathers of Pem-Day students. Many Pem-Day students worked on the Berkley campaign as telephone bankers, mailers, and office boys.

Baseball brought another Western Division crown to the Kansas City Royals. But as in the previous two years, the New York Yankees beat the Royals in the American League playoffs. In the World Series, the Yankees met the National League champion Los Angeles Dodgers. They defeated the Dodgers as they were spurred on by MVP Bucky Dent who displayed torrid hitting throughout the series.

Football fans' dream of the ideal Super Bowl was finally realized. The game brought together the best teams from each conference, the Pittsburgh Steelers and the Dallas Cowboys.

Instead of displaying strategies based on a conservative running attack and a grueling defense, both teams played a wide open game emphasizing the talents of All-Pro quarterbacks Roger Staubach and Terry Bradshaw. The result was an exciting game highlighted with an aerial display by Bradshaw and a 35-31 Steeler victory.

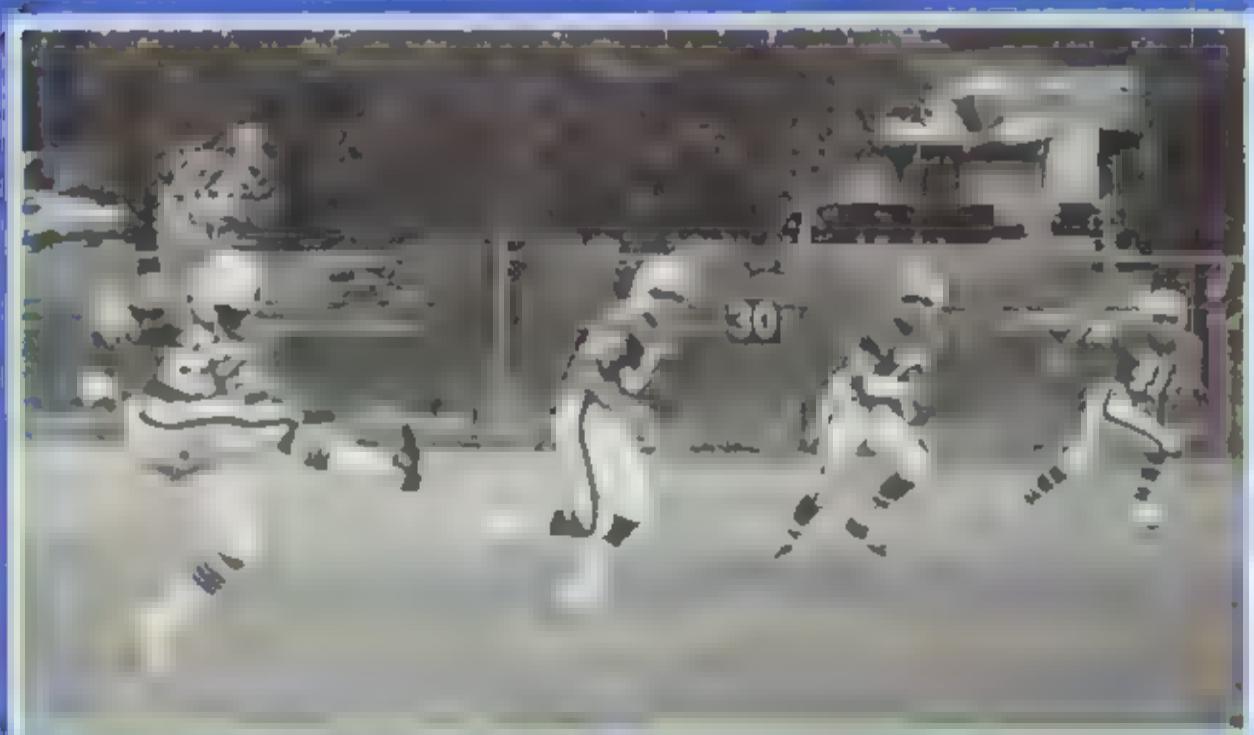
After losing in the Wimbledon finals, U.S. tennis stars Jimmy Connors and Chris Evert regained their number one rankings by winning the U.S. Open, and Pem-Day's own Tom Watson was once again named Golfer of the Year. The New York Cosmos retained the NASL title, and the Montreal Canadians swept through the NHL playoffs for another crown. Teenage jockey Steve Cauthen, riding Affirmed, captured Horse Racing's Triple Crown by edging Alydar in the Belmont Stakes, the final leg of the Triple Crown, which was the most exciting finish in years.

The Bee Gees' Saturday Night Fever album swept "Disco Fever" through the nation while Animal House brought back the togas worn by ancient Romans.

Politics saw Jimmy Carter bring Israeli Prime Minister Begin and Egyptian President Sadat together at Camp David for the signing for the proposition of peace within the next year. Ousted from power was the Shah of Iran as the military took over the government. The United States recognized mainland China for the first time in thirty years and the Chinese promptly invaded Vietnam to the dismay of the Russians.

Through athletics, students gained a sense of accomplishment and experienced team unity outside of the classroom. The students took a genuine interest in the

Design for Playing





Stats Don't Tell The Story

Bouyed by a strong defense, the Varsity football team ended the season with a respectable 4-5 record. With the loss of Assistant Coach Bob Beake Head Coach Bob Hicks and Assistant Coaches John Schirmer and Ed Lewis had to take on added coaching responsibilities. As Coach Hicks commented, "All of the coaches adapted well and practices ran smoothly."

Bob Hicks remarked, "We were hampered by a lack of experience in our early games. One area in which inexperience was evident was at quarterback." Hicks asserted that it was not a lack of talent, but rather a lack of experience which caused the uncertainty at the position. He stressed that, "As the season progressed, we continued to improve."

The highlight of the season to both the players and the coaches was the Codasco game. The Raiders played the highly-ranked Rams before a large Homecoming Day crowd. Codasco prevailed, 24-14, but the game was

much closer than the score indicated Pem-Day, as was the case in 7 of 9 games during the season, gained more total yards than their opponent Coach Hicks commented, "We beat ourselves in many of our losses. Our mistakes were few, but costly."

After winning the season opener against Paola, the Raiders lost their next three games. The Raiders, with a record of 1-3, bounced back winning three out of their next four games to achieve a 500 record at 4-4.

The seniors had a chance to be the first class at Pem-Day in recent years to have three winning seasons in a row. This, however, was not to be the case, as the Raiders lost their final game to Platte City. Senior Co-Captain Craig Straws, along with Steve Wilkinson, remarked, "Despite the disappointing loss to Platte City, I have enjoyed my football years at Pem-Day immensely, and I think that the same can be said for the rest of the Seniors." Coach Hicks quipped, "We weren't great in '78, but we'll be fine in '79."

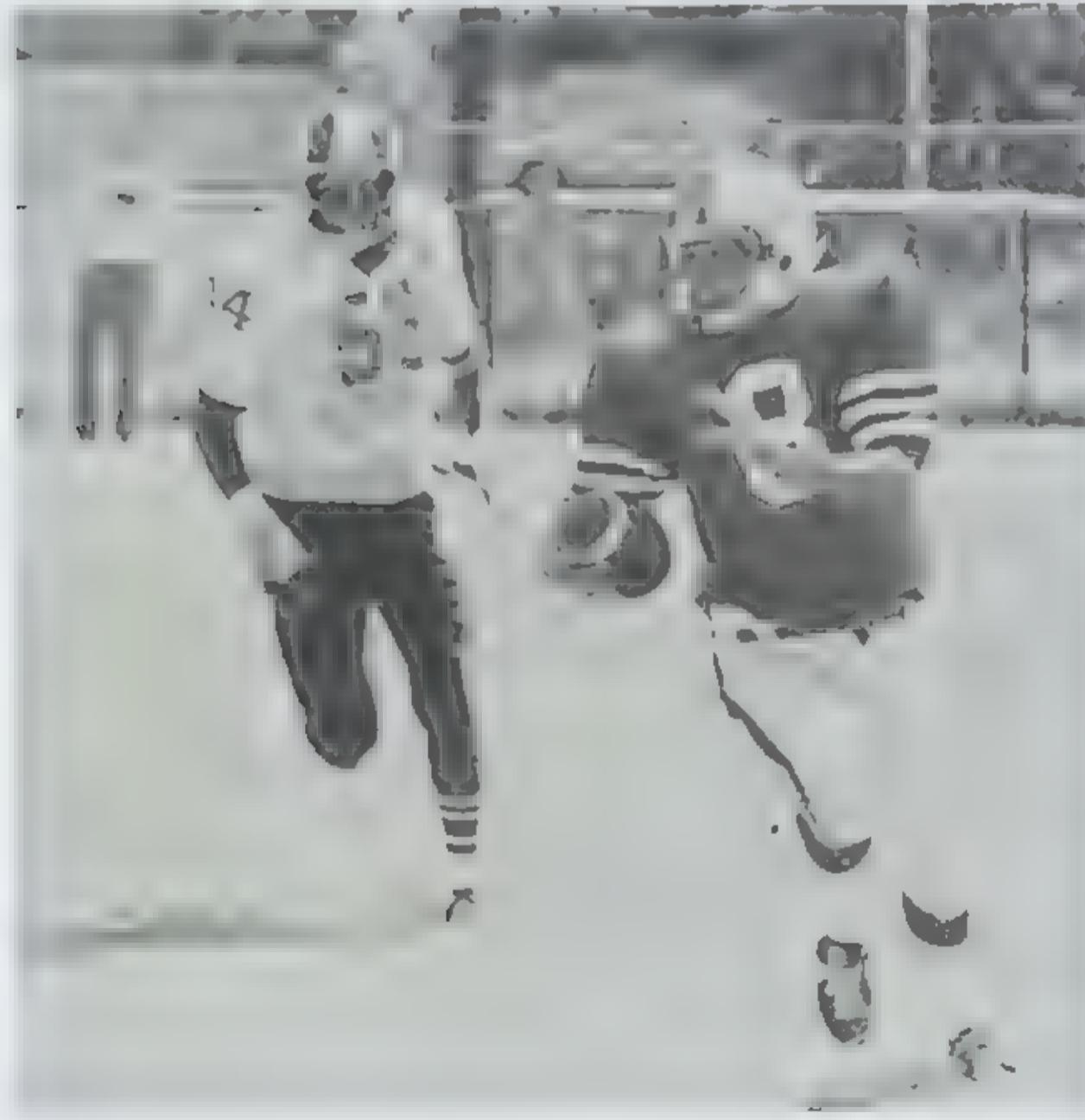


TOP: Jeff O'Neill, Dan Bailey, Joe Tufaro, Mark Hassenflu, John Schirmer (coach), Bob Hicks (coach), Ed Lewis (coach). Wally Beck, Gordie Hamilton, Brian League, Charley Benson 3rd ROW, Stuart Martin, Mike Doering, Jack Letts, Garrett Tinsman, Bob Beaham, Bob Green, Jon Lambert, John Reed, John McCallister 2nd ROW: Chris Roth, Kevin Emery, Todd Cipolla, George

Khoury, Sean Daw, Nelson Sabates, Mike Bay, Jerry Koehler, Greg Vilerna, Scott Kitterman (manager). BOTTOM: Russ Munyan, Greg Crooker, Bill Beck, Mark Blomeyer, Mike Cross, Steve Wilkinson (captain), Craig Straws (captain), John Butcher, Lyle Wells, Mike League, Stephen Brooks, John Graham



(3)



Varsity Scoreboard	
4-5	
PCD	13
PCD	0
PCD	9
PCD	14
PCD	22
PCD	34
PCD	7
PCD	3
PCD	14
Pao a	7
John Burroughs	22
Wichita Collegiate	13
St Louis Country Day	24
Lil.s	0
Hogan	0
Westport	14
St Mary's	0
Platte City	20

(1) Greg Crooker scrambles out of the pocket in an attempt to evade an oncoming Codasco tackler (2) Looking on as their opponents are introduced, the Varsity football team asseses their foe. (3) With five Codasco players in pursuit, Craig Straws strides for a touchdown

(1)

Junior Varsity Scoreboard

5-1-1

PCD 0	Paola 0
PCD 2 (forfeit)	Lillis 0
PCD 22	Kearney 0
PCD 9	St. Mary's 7
PCD 48	Hogan 0
PCD 30	Westport 0
PCD 9	St. Joe 10

Strong Defense Leads JV To 5-1-1

Coached by John Schirmer and Ed Lewis, the junior varsity football team ended the season with a winning record of 5-1-1

Following a hard fought overtime loss in the opening game to the Paola Panthers 6-0, the Raiders rebounded taking the next three games uncontested scoring a total of 100 points, while holding all three opponents scoreless all Raiders went on to win their fourth consecutive game over St. Mary's 9-7 on the three field goals by Charley Benson. Unfortunately, the Raiders were defeated in the closing game of the season by St. Joe 9-10. Coach Schirmer commented, "I thought that we had a very good season. After the Paola game the team seemed to start playing well together, and there seemed to be a great deal of team spirit."

The Raiders defense proved to be the backbone of the team holding all six opponents to a total of 23 points

The Raiders used the same defense as the varsity, a split four. Four down linemen, backed up by four linebackers, made this defense hard to run against. Not only was the split four highly successful, but it also provided a

source of good experience for players who will be playing on the varsity in future years

The Raider offense provided a balanced attack of both running and passing. The passing game was led by sophomore quarterback John McCallister who passed with great accuracy for the Raiders. The ground game, led by running backs Mike Bay and Wally Beck was also effective

The 1978-79 Raiders, unlike previous teams, felt that they were a separate team from the varsity. The J.V. players had a great deal of loyalty and spirit. Subsequently the squad played more closely with one another and used greater teamwork.

Co-captains Nelson Sabates and AFS student Steven Brooks provided the needed leadership for the successful season. Brooks commented, "It was a great experience for me and I am very pleased that I went out for football. I enjoyed football at Pem-Day and felt we had a very successful season." Coach Schirmer added, "We had a great deal of spirit on the team and that spirit was successfully expressed in our winning record of 5-1-1."





TOP: Ashe Jones (coach), Ted Lambert (captain), Richie Martin, Scott Brennan, Paul Winkler, Troy Hoffman, Mike Mulligan, Dave Beaham (captain), Cliff McWilliams (coach). MIDDLE: Conrad Damon, Bruce Coffey, Meigs Jones, Jim Woodson, Curt Young, Peter Hahn, Anthony Geraci, John Wallace, Gerald Sheridan (manager). BOTTOM: Adam Sachs, Marion Moore, Matt Smith, Henry Newell (captain), Bob Woods, Mark Berger, Joe McBride, Greg Sondem, Frank Jurden



(3)

Ninth Grade Scoreboard 5-1

PCD 0
PCD 6
PCD 8
PCD 18
PCD 12
PCD 20

Kearney 6
Lillis 0
St. Marys 0
Hogan 0
St. Joe Shawnee 6
Westport 16

(1) Chris Roth applies a stick to an opposing running back while Wally Beck (#30) helps out (2) The Raider offensive line prepares to battle for control of the line of scrimmage (3) Running back Ted Lambert (#40) streaks around end in a Ninth Grade football game

Frosh High On Team Spirit

Ninth Grade football was a season of triumph coupled with disappointment. After compiling a record of 3-1, Ninth Grade Coach, Cliff McWilliams, found that one of his players was ineligible. The official Ninth Grade record, therefore, was set back to 0-4.

After losing their first game 6-0 to Kearney, the Freshmen bounced back to defeat Lillis by a score of 6-0. The Freshmen Squad then proceeded to defeat St. Mary's, Hogan, St. Joe, Shawnee, and Westport in succession.

Basically, Head Coach Cliff McWilliams and Assistant Coach Ashe Jones tried to stress good execution on both offense and defense. On the defense this execution was especially apparent. The Raiders played a tenacious defense allowing only 28 points over the whole season. They also registered three shut-outs.

Throughout the year captains Ted Lambert, David Beaham, and Henry Newell provided good leadership as well as good play for the Freshmen.

As coach McWilliams commented, "The value of Ninth grade was not only more than just to teach the players more about the game but also it provided a feeling of team spirit and unity among the players. Last year this team had a record of 0-4; this year they not only achieved a winning record of 5-1, but they also attained a feeling of pride in themselves."

Participation = Success

Under the guidance of head coach Ed Lewis and assistant coach Dick Erickson, the Eighth Grade Football team had a very successful season, compiling a record of 4-1.

With forty-two players out for the team, it was difficult for the coaches to concentrate on individual techniques. This lack of technique showed up in the team's first game, a 30-0 loss against Blue Valley. Their next game against Belton was, as coach Lewis pointed out, "the turning point of the season." The Raiders dominated their opponent in every aspect of the game. The Eighth Grade Raiders continued their domination of opposing teams defeating their next three opponents Center South, Center North, and Sedalia by a combined score of 104 to 22.

The team, which according to coach Lewis was exceptionally talented, had a very strong offensive backfield

The backfield was accentuated by an offensive line which improved steadily throughout the season. Defense was another strong point. With two shutouts and only 52 points scored against them in five games, the defense was a factor in the success of the team. Lewis attributed the team's improvement to not only the added experience that the team gained, but also to the support of parents and cheerleaders from the Eighth grade class.

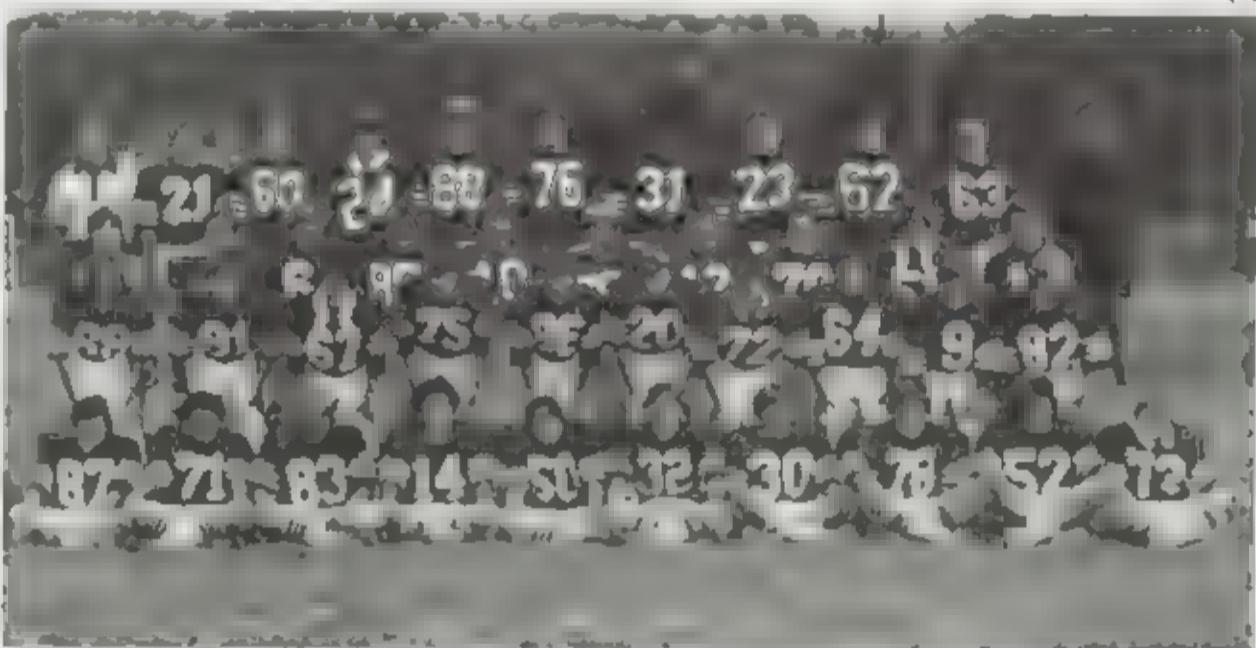
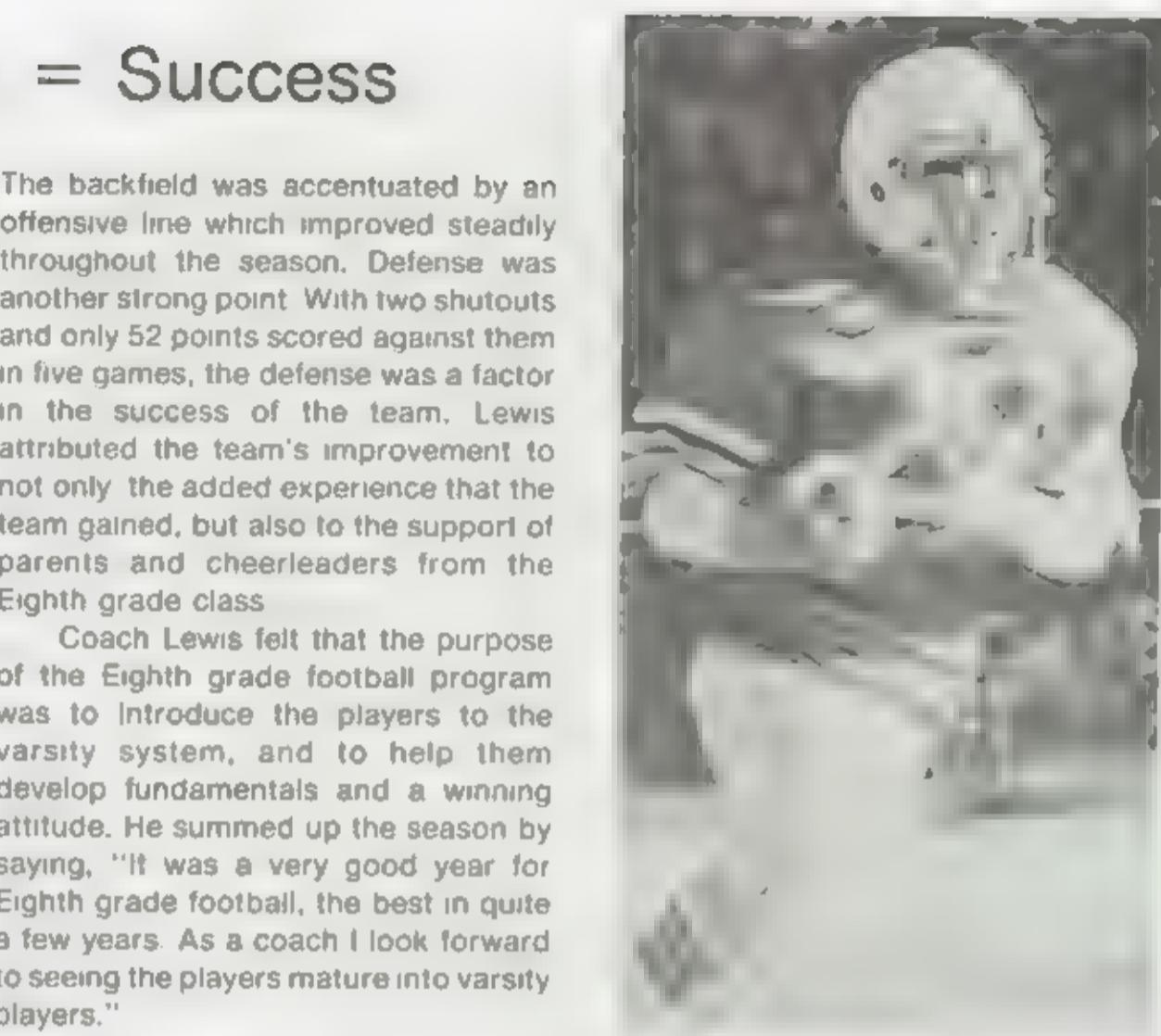
Coach Lewis felt that the purpose of the Eighth grade football program was to introduce the players to the varsity system, and to help them develop fundamentals and a winning attitude. He summed up the season by saying, "It was a very good year for Eighth grade football, the best in quite a few years. As a coach I look forward to seeing the players mature into varsity players."

Eighth Grade Scoreboard 4-1

PCD 0
PCD 14
PCD 8
PCD 40
PCD 56

Blue Valley 30
Belton 0
Center North 0
Center South 14
Sedalia 8

(1) With a look of determination in his eyes eighth grade running back Bernie Ruysser finds daylight around right end. (2) Quarterback Brandon Romine looks downfield for an open receiver.



TOP: Ed Lewis (coach), Tim Smith, Wayne Gray, Tom Wurster, Bo Kreiling, Aris Green, Maurice King (captain), Bernie Ruysser (captain), Sean Decker, Chuck Curry, Dick Erickson (coach). 3RD ROW: Mark Ford, Reed Hickok, Arden Koontz, Bob Barckman, Brandon Romine, Tyler Barnes, Trey Humphrey, Perry Podrebarac, Andy Colom (captain), Clark Smith (manager). 2ND ROW: Shaun Leavers, Jay Holloman, Chad Miller, Peter Benson, Sam Sebree, Barry Klaassen, George Lewis, Parker Weil, Mike Hamilton, Jim Merritt. BOTTOM: Scott Mann, Bob Jones, Bill Biron, Keith Olt, Nick Morris, Jonathan Metzl, Joe Beck, Sandy Cohen, Jeff Fromm, Chris Miller.





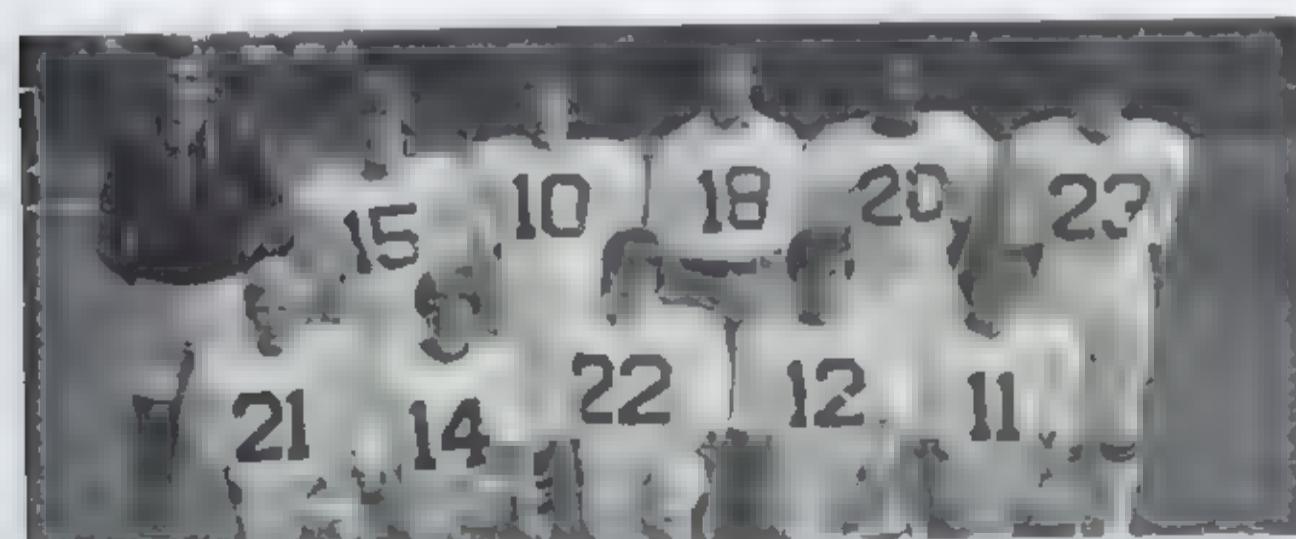
AVENGERS TOP Seth Fowler (manager) Hugh Andrews Sherman Padgett Paul Kurtz Jim Starr David Zahorsky, Craig Bruner Tucker Roth BOTTOM David Williams captain Michael Trent coach Chris Campbell (captain).



MARAJDERS - TOP Stewart McCray Hartwell Byrd Jon Price Chip Campbell (coach) Conrad Arnold Chris Bernard John Broderson BOTTOM David Pitman (captain) John Cepold (manager) David Hunt (assistant)



CRUSADERS - TOP Steve Bushman (manager) Kent Karoser (manager) Jonathan Koe Chuck Sean Olie Thornton Ed Ripphey Jon Davis Bob Gleeson (coach) **BOTTOM** Brian Key Brian Fowler (captain) David Gase (captain) Bruce Brown



TROJANS - TOP: Terry Hair (coach), Porter Davis, John Underwood, Clark Smith (manager), Tyrone Anderson (captain) David Powell **BOTTOM:** Chip Pearson, Hatch McCray, Mark Beyres, Jamie Coffey (captain), Hal Woodhead

Avengers Go Undefeated

Seventh Grade Football was designed to initiate the Pem-Day Seventh graders to the sport of organized tackle football. The Seventh Graders were organized into four teams under coaches Terry Hair of the Trojans Bob Gieson of the Crusaders Ch p Campbell of the Marauders, and Michael Trent of the Avengers.

Instead of the normal nine man football, a seven man program was used. Each team played every other team once in regular season play. At the end of the regular season the Avengers were in first place, the Crusaders in second, Marauders in third, and Trojans in fourth. In the play-offs, where the first and fourth place teams and the second and third place teams were matched against each other, the Avengers defeated the Trojans and the Marauders unseeded the Crusaders.

The consolation game, nicknamed the "Toilet Bowl," was won by the Crusaders 20-13 over the Trojans. The championship game, the "Scalet Bowl," pitted the undefeated Avengers against the Marauders. Trent, trying to avenge his last year's loss in the championship game, prepared his players both mentally and physically for the game. The Avengers lived up to their undefeated record as they defeated the Marauders 33-7 to capture first place.

The success of the program was best shown in the fact that 79% of the Eighth graders, after the Seventh grade program, went out for football.

Seventh Grade Scoreboard

REGULAR			
Crusaders	6	Marauders	0
Avengers	26	Trojans	7
Trojans	12	Crusaders	25
Marauders	6	Avengers	33
Marauders	25	Trojans	19
Avengers	33	Crusaders	0
PLAY-OFFS			
Avengers	41	Trojans	19
Marauders	25	Crusaders	16
CONSOLATION			
Crusaders	20	Trojans	13
CHAMPIONSHIP			
Avengers	33	Marauders	7



TOP: Troy Burgess (manager), Howard Bos, Chuck Whittaker, Dan Ferm, Jay Degoler, Frank Young, Ed Quigley (coach). MIDDLE: David Letham, Bryan Becker, John Ingraham, Mike Sosnow, Chris Bublitz, Kent Price, Matthew Rowland, David Quigley. BOTTOM: Buzzy Reno, Albie Lea, Mark Herman (captain), Bill Barton (captain), Andy White, John Rippey, Eric Sildon



(1)

(1) Senior Co-Captain Bill Barton watches the ball intently
(2) Talking to the team, Head Coach Ed Quigley tries to psych them up for a game. (3) Fullback Chris Bublitz makes a tackle on a Smith Cotton halfback (4) Howard Bos prepares to launch one of his patented "sonic booms" during a Varsity soccer game





(2)

Varsity Soccer Up and Down

Led by senior co-captains Mark Herman and Bill Barton, the 1978 Varsity soccer team finished the year with a 6-8-2 record. The team was composed of six Seniors, seven Juniors, and six Sophomores, each person getting the opportunity to start in different games throughout the season.

Coach Ed Quigley emphasized a short pass, ball control type of game plan. Despite the loss of seven starting Seniors from last year's team, Quigley commented, "Skill wise, we were a better team than last year."

The booters gained a great deal of experience over the year by playing much more competitive teams. Quigley felt that "the skill of the each one of the players developed greatly because of the competition." Although the team was very young, the Raiders' individual talent compensated for the age of the members.

The team was plagued by injuries throughout the season. According to Quigley, "Someone was hurt from the first five minutes of the season until the

booters played Barstow in the first round of districts. Injuries ranged from seriously torn ligaments in the knee to 17 stitches across the forehead."

Coach Quigley felt that the offensive highlight of the season came in the 3-1 victory over Barstow in the first round of districts. "In the first half the squad played the best soccer that I felt they were capable of playing. The players were tremendously excited before the game and demonstrated this spirit on the field." The defensive highlight of the season came in the second round of districts holding a strong Smith-Cotton team to seventy-six straight minutes of scoreless soccer.

Looking back over the season Coach Quigley remarked, "It was a very encouraging year. We had a very young squad that gained a lot of experience as the season progressed. Although the team suffered a heart-breaking loss to Smith-Cotton, 1-0 in the last four minutes of the game, they proved to themselves that they were capable of playing anybody in the western part of the state."

Varsity Scoreboard 6-8-2

PCD 2	Barstow 0
PCD 4	K C Christian 0
PCD 1	St John's (St Louis) 4
PCD 8	Savior 0
PCD 2	Smith Cotton 2
PCD 3	St John w(K C.) 0
PCD 2	Maur Hill 3
PCD 0	Smith Cotton 1
PCD 4	Barstow 4
PCD 1	Mercy (St Louis) 3
PCD 0	Prep. South (St Louis) 2
PCD 1	Maur Hill 3
PCD 0	Barstow 1
PCD 0	Smith Cotton 4
PCD 3 (district)	Barstow 1
PCD 0 (district)	Smith Cotton 1



(3)



Junior Varsity Scoreboard

2-13

PCD 0	Barstow 3
PCD 1	St. John's (K C) 0
PCD 0	St. John's (St. Louis) 2
PCD 0	Smith Cotton 2
PCD 0	Maur Hill 5
PCD 0	St. John's (K C) 1
PCD 0	Savior 1
PCD 0	St. John's (St. Louis) 4
PCD 0	Prep South 6
PCD 0	Maur Hill 3
PCD 0	Barstow 1
PCD 2	K. C. Christian 7
PCD 0	Smith Cotton 3
PCD 1	Savior 0
PCD 0	K. C. Christian 3

Good "D" Lack of "O"

Although the Junior Varsity soccer team had a somewhat disappointing season, the players gained valuable playing experience. Coach Dudley Hopkins commented, "There was a disappointment in record, but the idea behind Junior Varsity was to give a sense of participation, and to give the players some game experience. In that sense the season was very successful. I also think that the players had fun, and that is very important to me."

The team lost many of its early games due to a lack of experience, but, as Hopkins commented, "We improved greatly over the course of the season." The team also showed some potential in

their wins over St. John's and Savior.

"Defense performed very well in many of the games but sooner or later mistakes were made. It was just unavoidable," said Coach Hopkins. "We created some offense but couldn't seem to get any good shots off."

"Overall I would say the team matured as the season progressed. For example, in the first game against Savior, we were behind with only twenty minutes left. The team came back and dominated offensively for much of the remaining time. This became the pattern in many of the succeeding games, but we just couldn't overcome the early deficit."



TOP: Donovan Dunkley, Grant Pace, Doug Hardy, David Hall, John West, John O'Conner, Sean Windsor, John Kurtz, Peter Young, Bryan Reed, Archie Byers, Joe Slowinski, Hooman Nourbakhsh, Bill Brownlee, Greg Fay, Erich Hahn BOTTOM: Mike Guffey (mgr.), Jeff Lamb, Mark Peletsky, Len Jurden (captain), Tom Hartwig, Jon Bortnick (captain), Jeff Sugar, Erich Stander, Dan Bortnick NOT PICTURED: Dudley Hopkins (coach), Andrew Bulkley

(1)Junior Jon Bortnick boots the ball past defenders in a Junior Varsity soccer match (2)Bob Goldberg (#8) goes up for a "header" during a game at Swope Park (3) Howard Bos prepares to let one fly as John O'Connor (#33) looks on in a JV-Varsity scrimmage



Age Proves To Be A Key Factor



"Soccer for Freshmen made tremendous gains," commented Coach Terry Hair. Instead of having Freshmen eligible for the Varsity and Junior Varsity teams, the newly formed Freshman team played in the Greater Kansas City Soccer League. Players in the Greater Kansas City Soccer League range in age from fourteen to sixteen years old, while Pem-Day players all averaged around fourteen years old. Although the team's league record was 0-7-3, Coach Hair commented, "Playing against older boys, the team acquired good experience. We improved greatly by the end of our season." The Freshman team did not go winless as their overall record was 2-8-3. The two victories, St. John's 5-0 and Barstow 2-1, did not count on Pem-Day's record as both teams were in a different league.

After playing their first opponent to a 3-3 tie, the Freshmen ran into a string of older, more experienced teams, losing their next six league games

before rebounding for their second tie of the season. Taking a group of 23 Freshmen, most of whom had never played soccer before, and teaching them the skills and techniques of soccer was what first year coach Hair was faced with. By the end of the season, Hair had developed a solid team. "If we had played other school teams we would have had an excellent record," reflected Hair.

The leading scorers of the Freshman soccer season were Hans Stander, and Co-Captains Bill Tinsman and Rob Park. Each of the 23 members on the team was able to play for an equal amount of time in each game. As Bill Tinsman commented, "Everyone had the opportunity to play. That was one of the fun parts of the season."

Coach Hair felt, "Over the season the team did a tremendous job and gained valuable experience. I was very pleased with the attitude of the team and there are some players with good potential for next year's teams."

Freshman Scoreboard 2-8-3

PCD 3	Eng Bros. Const. 3
PCD 0	Ft. Leavenworth 8
PCD 1	Blue Springs 3
PCD 0	Northland Kickers 6
PCD 0	Anheuser Busch 5
PCD 1	Felix 5
PCD 2	Lees Summit 3
PCD 2	Celtics 2
PCD 0	St. John's (K C KS) 3
PCD 0	Eng. Bros. Const 0
PCD 2 Barstow 1
PCD 5	St. John's Seminary 0
PCD 0	Barstow 1

Freshman Soccer

Terry Hair(Coach)
Bill Tinsman (Captain)
Rob Park (Captain)
David Berger
Jon Berkley
Brett Chenoweth
Paul Fingersh
Chip Fleischer
Brad Freilich
Torsten Garber
John Gerson
Bob Goldberg
George Guastello
Jeff Jacobs
Tom Jacobs
Perry Kennard
Chau Le
Robert Littlejohn
Tuck Price
Hans Stander
Brian Tillema
Matt Vawter
Phil Wang
Leo Wetherill
David Dunlap(Manager)

Big Red Rolls to 20-7

Everyone who saw the Varsity Basketball team play witnessed an exciting brand of basketball. The Big Red run-and gunned, stole, dribbled, and slam-dunked their way to a final record of 20-7. Their bid to go to State fell just three games short as the Raiders lost a hotly contested battle to Smithville in the finals of the Regionals, 77-75, in overtime.

Pem-Day lost close games to Grandview, Barstow, Hogan, and O'Hara. On the other hand, the Raiders won some very important and exciting games. One such game was played at Rockhurst against the Hawklets, a game which the Big Red won 69-62. The game was played before a crowd of close to 3,000 people, and the cheering throng saw an exciting game. Pem-Day also captured two tournament titles. For the third and final year, the Raiders won the Pem-Day Turkey Tourney. The cagers also won the Odessa Invitational for the second year in a row.

The Big Red entertained the crowd with exciting victories over Southwest, St. Pius, and K.C. West. The win over West was exciting, not because it was a close game, but because two school scoring records were set. Senior guard-forward John Addison shattered the single game scoring record by 16 points as he ripped the cords for 63 points. Addison hit 25 of 35 shots from the field and added 13 more from the line en route to the record. The team set a school scoring record by compiling 117 points.

John Addison was the leading scorer in the Kansas City Metropolitan area. Despite being double and triple teamed, Addison averaged almost 32 points a game while also pulling down 15 rebounds. David Whitacre and Craig Straws were the second and third leading scorers on the team, averaging approximately 12 and 10 points respectively. The Raiders had noticeable bench strength. Head Coach Bob Gleeson was constantly changing the starting lineup in search of the winning combination. Through this rotation many players were able to gain experience and playing time.

Co-Captain John Addison reflected on the season, "It ended eight days too early! I wish that we could have gone to State, but it just wasn't to be."

The other Captain, Craig Straws, remarked, "You always wish that you could have won just one more game. I have really enjoyed my basketball career at Pem-Day. The school support has been outstanding."

Head Coach Gleeson asserted, "We only had two players returning who had any varsity experience, so I didn't know at the beginning how we would do. As a team, we had good speed, and, as a result, we were able to run the ball more. Addison was a big part of the team, but he was not the whole team. Good solid play out of both the juniors and seniors was the key in our 20 wins. It's our third straight 20 victory season, and I'm proud of the whole team."



(2)



BACK: Bob Gleeson(Coach), Bill Beck, Kent Payne, John Addison(Captain) Chilton Gaines, Craig Straws(Captain) Garrett Tinsman, Cliff McWilliams(Coach) FRONT: Bet Conley(Manager), Bryan Becker, David Whitacre, Greg Crooker, Mike Doering, Andy White, John Starr(Manager). NOT PICTURED: Bill Barton



(3)



(4)



(1)

Varsity Scoreboard 20-7

Tournament	Team	Score	Rank
Turkey Tourney			1st
PCD	82	Christian Challenge	30
PCD	83	Lakeland	57
PCD	61	Grandview	65
PCD	87	Christian Challenge	56
PCD	82	Paola	53
PCD	64	Barstow	68
PCD	52	Oahe	72
PCD	58	Platte City	51
Pleasant Hill Tourney			3rd
PCD	71	Harrisonville	36
PCD	78	Marshall	82
PCD	57	Lillis	51
PCD	54	Lillis	52
PCD	117	West	54
PCD	64	Hogan	70
PCD	69	Collegiate	59
PCD	69	Rockhurst	61
PCD	90	Ray-Pec	63
Odessa Tourney			1st
PCD	87	Holden	58
PCD	67	St. Mary's	54
PCD	58	Higginville	57
PCD	48	O'Hara	52
PCD	67	Southwest	58
PCD	84	St. Pius X	79
PCD	61	East	53
Regionals			2nd
PCD	64	Lawson	61
PCD	62	Lillis	48
PCD	75	Smithville	77

(1)Senior Craig Straws looks for a gap in the St Pius defense. (2)Senior John Addison soars above the competition to grab another rebound. (3)John Addison tips in for two of his 54 points against St Pius. (4)Junior Kent Payne (42) fights for a rebound as Chilton Gaines (24) looks on.

J. V. Inexperienced

Falling to .500, the Junior Varsity basketball team finished the season with an overall record of 8-8. This was a disappointing record to the J.V. players because they were able to compete against almost all of their opponents.

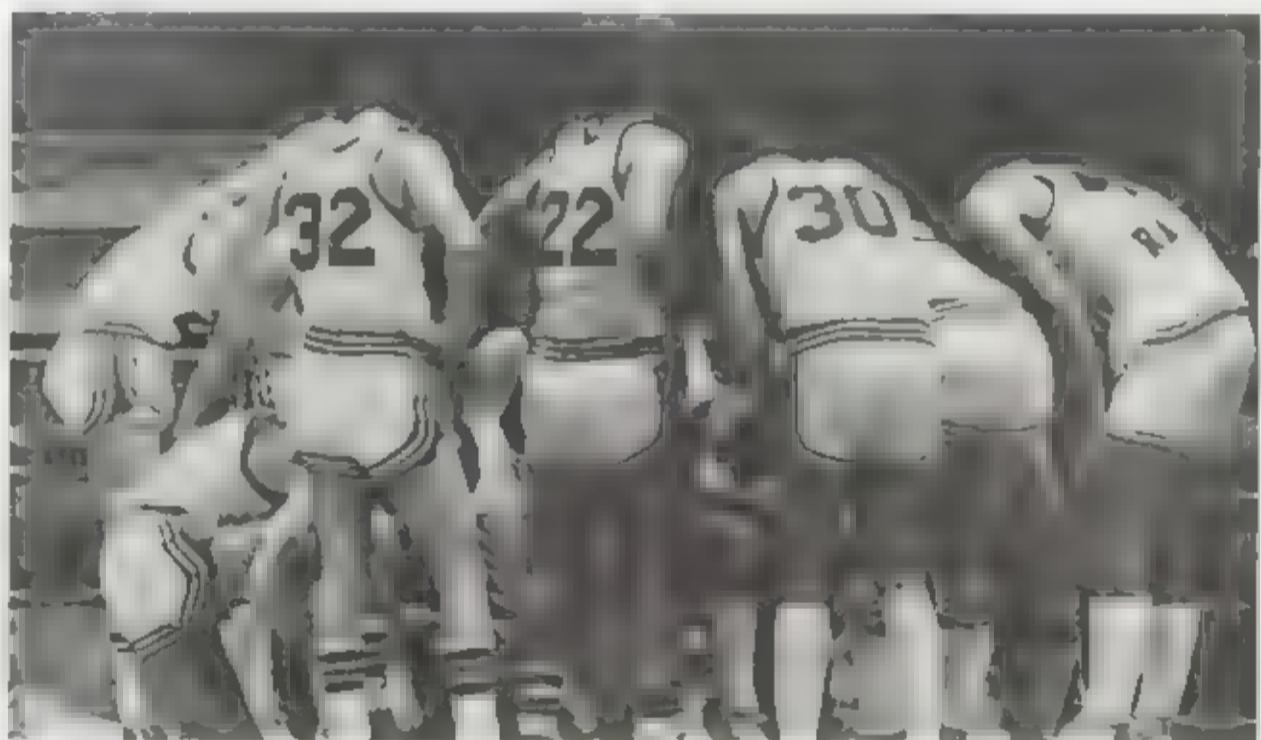
After losing their first game, the J.V. came back to win their next three. According to Junior Captain Grant Pace, "With very little experience it was difficult to tell how the team would react under certain conditions. That was why it was so important to win the Paola game. It gave the team the confidence it needed to continue to play a good brand of basketball."

The young J.V. squad was composed of eight Sophomores and four Juniors. Only two of the twelve members of the team had any experience on the J.V. level. As Cliff McWilliams commented, "We did not have an outstanding team. We had a team that worked hard and used good defense and teamwork to win games."

McWilliams also pointed out, "With the limited experience of this year's team we had some rough games at first, but the team matured very quickly. It was also difficult having to play to the varsity's needs and then go to our game plan on Friday and Saturday. Considering these facts the team did very well."

Junior Varsity Scoreboard 8-8

PCD 48	Grandview 55
PCD 58	Christian Challenge 31
PCD 57	Paola 53
PCD 57	Barstow 40
PCD 43	Olathe 68
PCD 39	Platte County 36
PCD 53	Lillis 42
PCD 63	West 41
PCD 62	Hogan 70
PCD 51	Collegiate 48
PCD 48	Rockhurst 92
PCD 63	Ray Pec 54
PCD 40	O'Hara 60
PCD 40	Southwest 45
PCD 49	St. Pius 55
PCD 53	East 55



(2)



BACK Kevin Emery Grant Pace(captain) Erich Wurster Buzzy Reno Doug Greene Steve Brimacombe Mike Doering Wally Beck John Owen Tim Ramey, Kent Price FRONT: John Starr(manager), Cliff McWilliams(coach), Bill Conley(manager)

Frosh win 11

Coached by Chip Campbell, the Freshman basketball team started the season well by winning five out of eight games, all but one of which were away. The road trip ended with a satisfying third place finish in the Pittman Hills Tourney against much larger schools.

The second half of the season, for the most part played at home, was equally successful. The Raiders lost only to strong Rockhurst and O'Hara teams. The season ended on a winning note by soundly defeating St. Pius X.

The team's final record of 11-5 is one of the best in recent years. The team had good depth which enabled them to play a few second string games. The B-team, also successful, ended with a 4-1 record. Coach Campbell, in his third year of coaching at Pem-Day, commented, "This team showed good strength in all aspects of the game. They should prove to be a successful group in the future years of Pem-Day basketball."



BACK: David Dunlap (manager), Meigs Jones, Marlon Moore, Leo Wetherill, Mike Camacho, Hans Stander, John Gerson, Rob Park, Henry Newell, Bill Tinsman, Andy Barkley, Chip Campbell (coach). FRONT: Matt Vawter, Andy Sachs, Robert Littlejohn.



Ninth Grade Scoreboard 11-5

PCD 50	Center South 47
PCD 50	Palmer 54
PCD 54	Nowlin 57
PCD 45	Miege 35
PCD 69	Center South 61
PCD 66	Barstow 43
PCD 47	Pittman Hills 51
PCD 50	. Fort Osage 47
PCD 49	.. Belton 42
PCD 54	.. Hogan 37
PCD 36	Rockhurst 45
PCD 59	Ray Pec 30
Pcd 42	Center North 16
PCD 35	O'Hara 41
PCD 68	Southwest 35
PCD 54	.. St. Pius 49

(1) Hans Stander goes up for two in a Freshman basketball game. (2) During a J. V. time-out, coach Cliff McWilliams diagrams a play.

Depth is Key

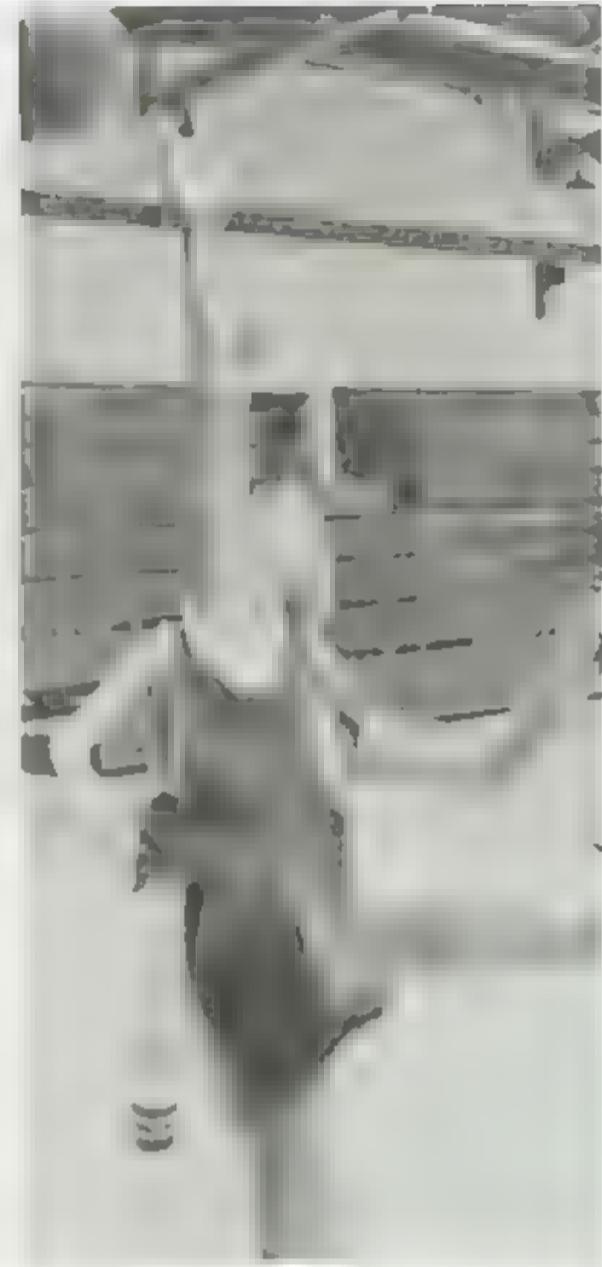
A large turn-out, high level of individual talent, along with a positive attitude all led to a successful year for the Eighth Grade basketball team. Finishing with a 7-5 record, this season proved to be one of the more successful in recent years.

Nearly forty Eighth graders tried out for the team. After a series of three cuts, a group of fifteen cagers were kept for the final team. Due to the large number of people out for the team, a high level of individual talent was acquired. In spite of this, there was some difficulty as far as the team's ability to work as a unit. Coach John Schirmer commented, "The boys had trouble in the execution of their plays, but this should not be looked upon as a major problem at this level of basketball."

Another factor that led to the team's success was the fine attitude which prevailed through the year. Schirmer commented, "The team's spirit was never down. We lost some close games, but that just gave the boys more of an incentive to improve. Their efforts resulted in a rewarding season."

Eighth Grade Scoreboard 7-4

PCD 39	Liberty 33
PCD 31	Center South 24
PCD 31	Pittman 42
PCD 41	Ervin 43
PCD 47	Bonner Springs 36
PCD 47	Belton 21
PCD 48	Smith-Hare 51
PCD 57	Ray Pec 16
PCD 41	Center South 52
PCD 35	Center North 31
PCD 54	Bonner Springs 32



(1)



BACK: John Schirmer (coach), Jeff Fromm, Trey Humphrey, Chuck Curry, Tim Smith, Bernie Ruysser, Bo Kreiling, Maurice King, Tom Wurster, Brandon Romine, Sandy Cohen, Keith Ott, Hans Strong. Mike Hamilton (manager). FRO NT: Jay Holzman, Jimmy Merritt, Robby Shapiro.

Celtics Dominate 7th Grade B-Ball

A last second Celtic victory over the Gamecocks in the championship game climaxed the fifth year of the Seventh Grade intramural basketball program. The program, directed by "commissioner" Michael Trent, taught the Seventh Grade players offensive as well as defensive skills.

Four teams, the Celtics, coached by Bill Beck and John Kurtz; the Gamecocks, coached by Jim Davidson and Charley Benson; the Bulls, by coached Kent Payne and Burt League; and the Shooting Stars, coached by Gordie Hamilton and Bob Beaham, were evenly selected after a few days of evaluation. Utilizing both the Pierson and Phillips gymnasiums, each team played two games against every opposing team. Since the teams

were fairly evenly chosen, no team was able to dominate the regular season.

The final outcome of the regular season determined the seeding for the championship series. After the first round of the single elimination tournament, the Celtics and the Gamecocks remained. The Celtics eaked out a last second victory over the Gamecocks in the finals to capture first place. The Gamecocks followed in second place. In third place were the Bulls, followed in fourth place by the Shooting Stars. Trent, director of the program, commented, "All the players learned about the game and gained some experience, while having a lot of fun."

Seventh Grade Record

	W	L
Celtics	7	1
Gamecocks	6	2
Bulls	1	7
Shooting Stars	3	5
Consolation Game		
Bulls 29		Shooting Stars 28
Championship Game		
Celtics 24		Gamecocks 23

(1)Hugh Andrews goes up for a rebound during a game between the Gamecocks and the Bulls

Celtics

Coach - Bill Beck
Tyrone Anderson
Chris Campbell
Hatch McCray
Sherman Padgett
Ed Rippey
Tucker Roth
Warren Wright
David Zahorsky

Bulls

Coach - Kent Payne
Coach - Burt League
Craig Bruner
Hartwell Byrd
David Gasal
Brian Key
Paul Kurtz
Chuck Sloan
Jim Starr
Hal Woodhead

Gamecocks

Coach - Jim Davidson
Bruce Brown
Hugh Andrews
David Hunt
John Liepold
Stewart McCray
David Pittman
David Powell
Ollie Thornton

Shooting Stars

Coach - Gordie Hamilton
John Broderson
Jon Davis
Brian Fowler
Seth Fowler
Kent Karosen
Jon Price
Mark Beyreis
David Williams

School Records Shattered

In the words of Coach Craig Maughan, the swim team's third season was a "total success." After having a 500 season the previous year, the swimmers swam their way to an 8-5 record. Despite being matched against the top swimming teams in the Kansas City area, the season was a major improvement for all swimmers.

In addition to the general success of the aquamen, there were also many outstanding individual achievements. The team broke six school records, and sent three swimmers and one diver to the state meet in Columbia.

Outstanding swimmers such as Co-Captain Shane Glazer, who broke his own records in the 50 and 100-yard freestyle; Burt League, who broke the 200 individual medley record; and Pete Egan, who broke records in the 200 freestyle, the 100 fly, and the 500 freestyle, all led the team to its best season so far.

Working with several limitations, Craig Maughan turned the twenty swim team members into a successful squad. Although, as Maughan stated, "Most of the swimmers had a good base in competitive swimming," he stressed a good deal of conditioning in practices. Maughan commented, "Practicing at the downtown Y M.C.A., we had only a limited amount of time. The conditioning work was a necessity, but I would have liked to work a little more on strokes."

Swimming at Pem-Day should be a "natural sport" was how Maughan felt about the program. "Going to school at Pem-Day, most students have had a good introduction to swimming at an early age. The success of this year's team should generate increased interest in the school. I think that we can't help but improve in the future." The loss of only two swimmers to graduation and what Maughan termed "good dedication from the underclassmen" will help the swimming future.



(3)



TOP: George Khoury, Ted Lambert, Mike Mulligan, Mark Hassenflu, Sean Daw, Roger Kitterman. MIDDLE: Craig Maughan (coach), Seth McWhinney, Tom Mangold, Shane Glazer, Gary Hassenflu, Scott Brennan, Burt League.

BOTTOM: Matt Rowland, David Latham, Hooman Nourbaksh, John Dodds, Kent Burk, David Quigley, Albie Lea. NOT PICTURED: Peter Egan



(1)

(1) Displaying a strong stroke, Seth McWhinney heads for the finish (2)Screwing around after practice, swim team members show off their muscular forms (3)Arab Tom Mangold hijacks the swim team bus (4)Shane Glazer shows his record breaking style



(2)



(3)

Varsity Scoreboard	
8-5	
PCD	60
PCD	75 1/2
PCD	54
PCD	79
PCD	46
PCD	32
PCD	43
PCD	■■■
Raytown South Inv.	
PCD	34
PCD	105
PCD	■■■
PCD	52
PCD	64
Southwest	
Raytown	22 1
Truman	98 1/2
Park Hill	117
Sedalia	93
Raytown South	37
Olathe B	51
St. Joe Central	40
Liberty	71
William Chrisman	71
Washington	49
Center	66
Van Horn	31
	19

Wrestling Season Up and Down

The Pem-Day Varsity Wrestling squad, coached by Dick Erickson, ended a tough wrestling year with a record of 4-9. "The team," commented coach Erickson, "worked hard all season long and improved a great deal, gaining both wrestling technique and needed experience for future years."

The 19 man team consisted of one Senior, four Juniors, four Sophomores, and ten Freshmen. For many of the wrestlers this was their first year of wrestling and as such they were largely inexperienced. In an attempt to make up for the lack of experience, coach Erickson concentrated primarily on basic fundamentals and conditioning. In the daily practices coach Erickson also stressed the ability to be able to wrestle from all three wrestling positions: up, down, and on the feet.

After weeks of hard work and up and down matches, the wrestling season ended on a high note. the grapplers defeated the St. Pius wrestling team in the last home meet of the season. Despite having to forfeit two weight classes the wrestlers showed good solid technique come out on the

top in the long run. Coach Erickson commented, "All of the wrestlers improved a great deal over the season, and the St. Pius match exemplified this progress."

Senior Captain John Butcher was the only Pem-Day grappler to win in the wrestling districts at Warrensburg on February 9-10. Butcher who had a record of 13-5 in the 185 lbs. weight class went on to make a respectable showing in the regional tournament, which was held in Quinton, Mo.

Dick Erickson, twice NCAA All-American for Northern Iowa, was assistant wrestling coach at Central Missouri State University before coming to Pem-Day. Erickson was able to impress some of his wrestling knowledge upon the Pem-Day wrestlers. He was pleased with the progress that the wrestlers made. "I felt that every wrestler on the team gained valuable experience and improved a great deal over the wrestling season," commented Erickson. "I am looking forward to successful seasons in the future."



(3)

Young Potential

Instead of wrestling intramurally, the Eighth Grade competed for the first time on the interscholastic level. Since it was the first wrestling experience that the students had ever had, Coach Dick Erickson had to start with the basic fundamentals of the sport. Practicing from 2:35 until 3:20, the 18 man squad prepared for two regular season matches and one post season tournament.

The squad fell just short of winning their dual matches, losing to Harrisonville and Fort Osage. The team turned in a solid performance in the post season competition taking fourth place.

Coach Dick Erickson stressed, "The Eight Graders have fine potential, but it will depend on how willing and dedicated they are in the off-season as to how much they will improve." Erickson hoped to increase interest in the sport as well as give the Eighth Graders an introduction into the sport of wrestling.



(2)



TOP: Dick Erickson(coach), John Butcher(captain). MIDDLE: John Reed, Jeff Campbell, Clayton Marsh, Duane Bruce. BOTTOM: Dan Bortnick, Tom Rome, Dan Bailey, Frank Jurden, Torsten Garber



Varsity
Record
4-9

(1) During a Varsity wrestling practice Sophomore Clayton Marsh smiles with pleasure as he handily ties up John Butcher (2) Senior John Butcher, brushing up on his wrestling skills, pins his opponent. (3) Clayton Marsh receives two points for his takedown in a wrestling match

Broad Athletic Opportunities

Upper school intramural sports continued to provide organized athletic activities for those Upper Schoolers not involved in a varsity sport. Students were required to participate in two of three athletic seasons either on the varsity level or on the intramural level.

The Phys-Ed department which ran Upper School intramural sports was headed by two new Phys-Ed teachers, Terry Hair and Dick Erickson. Both Hair and Erickson ran the fall intramural program, while Hair with assistance from Ashe Jones, Bob Hicks and Carl Schulkin directed the winter intramurals. There were no intramurals offered in the spring due to the large number of varsity sports offered and a general lack of interest in the intramural program on the part of the students.

The fall intramural program consisted of 55 calisthenics students. Each day the students would report to Pierson Hall for calisthenics and then were given an option to do any one of a number of sports. The more popular activities were track, touch football, basketball, and racquetball.

In the winter, three separate programs were offered: basketball, court activities, and weight lifting. The basketball program consisted of four teams with daily games. Carl Schulkin instructed this program. Court Activi-

ties included racquetball, handball, and squash. A racquetball tournament was held during most of the season, with great success. Players not participating in the racquetball tournament were allowed to play squash or handball near the end of each phys-ed period. Bob Hicks and Ashe Jones headed weight-lifting. Mr. Hicks worked with the prospective football players, while Mr. Jones aided all others in the activity.

The purpose of the Intramural program, according to Mr. Hair, was to allow the Upper School students a broad choice of organized athletics but not on the scale of a Varsity sport.

The Intramural sports did not require as much time and effort as Varsity sports did. Mr. Hair stated, "I like the program because it gives everyone a chance to get some good physical exercise. The mandatory attendance is a benefit because it forces those who wouldn't normally come, often the ones who need it most, into the activity of sports."

Athletic Director Pat White echoed this sentiment, "The intramural program is well organized and provides many students with some good physical activity. Not many high schools have the squash-racquetball courts we have and that is quite a plus for our sports program."



(3)



21



(1)

(1) Sophomore David Letham returns a shot at the Pierson racquetball courts. (2) Two students broaden their wrestling skills in the intramural wrestling program. (3) Improving his physique, Junior Mark Browning uses the universal weights. (4) During the off season, students, such as John Addison, took advantage of the intramural programs to work alone on their skills



(3)

Sports Not Confined to PCD

Student-athletes who were not interested in a sport offered at Pem-Day, sometimes turned to a sport outside of school. Pem-Day students participated in a spring soccer program, lacrosse club, and various post season basketball programs.

After the Pem-Day lacrosse team was cancelled due to a lack of competition, four Pem-Day students joined the Kansas City Lacrosse Club. Practicing twice a week and playing a seven game schedule, players on the team had plenty of competition. As Junior Garrett Tinsman, a player who was a member of the team last year commented, "Playing with the club was a good experience. Many players on the club had a lot of experience. Playing with them and in a club atmosphere was a great experience for all of the players."

Another sport not specifically supervised by the athletic department was spring soccer. The team, organized

by seniors Bill Barton and Mark Herman, was composed primarily of Pem-Day students. Junior Bryan Becker stressed, "Practicing twice a week, we had a more relaxed atmosphere. Despite a more relaxed style, the eighteen to twenty games we played are bound to improve our soccer skills for next season."

The soccer team was officially part of the Greater Kansas City Soccer League. Practices were held at Westwood Park and games were contested at Swope Park.

Both Senior John Addison and Freshman John Gerson participated in post season basketball programs. Addison played in a post season all-star game while Gerson played in AAU competition. The ultimate goal for both of these players was to hone their skills to an ever higher degree.

Athletes found enjoyment and practice in their respective sports by practicing in sports outside of school.



(3)



(2)



(4)



(1)

(1) Senior Erich Hahn tackles David Quigley in a spring Soccer practice (2) Because Penn-Day lacrosse was cancelled, Mike Cross and alums Matt Lewis, Jim Tinsman, and John Lillard were on the final Penn-Day team (3) Junior Garrett Tinsman rests at halftime of a Kansas City Lacrosse Club game (4) Striker Bill Barton boots the soccer ball



Pat White



(4)

White Has Demanding Job

Pat White, Pem-Day athletic director, devoted a lot of his time to making the athletic department equal to the academic areas of Pem-Day. As a member of the faculty for eighteen years, he has coached football, basketball, golf, baseball, and wrestling.

The two areas of coaching where Pat White was most proud of were his golf teams which, on the way to three District Championships and a 62-17 overall record, included Pro, Tom Watson, and his 1974 State Championship baseball team. As a coach, White also started the wrestling program at Pem-Day and is still very interested in the sport of wrestling.

Before becoming Athletic Director in 1976, White served as assistant director for three years under Wayne Campbell and again for three more years under Lee Flappan. During these six years he formulated valuable ideas as to how to run his program.

As Athletic Director his main job was to take the pressure off the coaches. He arranged for the equipment to be delivered to the game site, lodging for traveling teams, as well as overseeing all athletics and physical education programs.

In his years as Athletic Director, Pat White has broadened the activities of the non-varsity athletic program. He has also tried to schedule games and meets according to the desires of the coaches.

White spent all his time at school after 11:15 A.M. seeing to the affairs of Pem-Day athletics. Prior to 11:15 he spent in the classroom teaching World Cultures to Eighth Graders. On days of night games White often spent as many as fourteen hours at Pem-Day.

Pem-Day had nine varsity sports, not including lacrosse, for White to manage. The only Missouri sports offering state tournaments that Pem-Day didn't offer were cross country and indoor track. As White commented, "With that much diversity I had to work in many different areas, but I think that having the options of several sports is valuable."

As for the spirit and the support of the student body, White felt that it was excellent when we had a winning team. "This," said White, "is normal because sports fans like to see a winner."

White was present at all home games and meets, and went to all away football games, most basketball games, and some soccer games. In the spring there were so many matches, meets and games at which his services were needed, that he was always on the Pem-Day campus. Since he was so involved with Pem-Day sports, he had little time to pursue his own interests which revolve around sports.

White most enjoys playing golf and softball. The softball team he played on and managed won the honor of third in the United States in 1978. He was in charge of the visitors' locker room and their equipment at Arrowhead Stadium and for twenty years White has been involved in officiating wrestling matches, for the last ten years at the state wrestling tournament.

Despite his busy schedule, Pat White, whose enjoyment of sports shows in his work, maintained and developed sports to the high calibre that Pem-Day has come to expect. As White commented, "We have winning teams in almost all areas of sports. This is great, and I will do my part to continue the winning tradition."



(3)



(1)



(4)



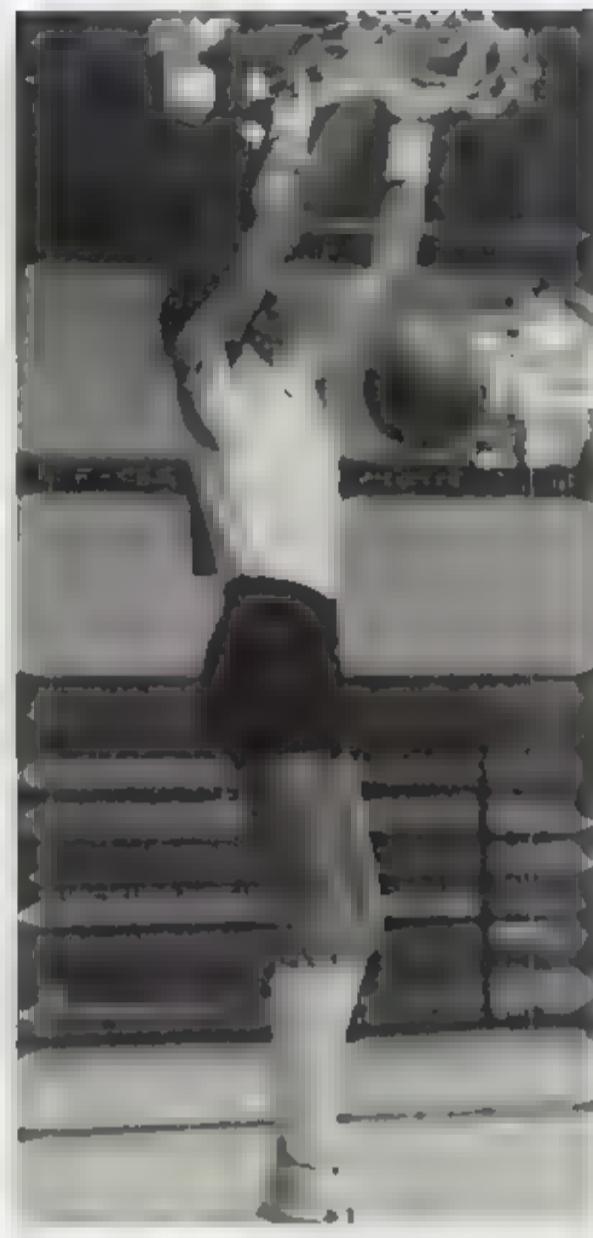
(5)



(1) Pat White talks with Bob Gleeson during a light moment in the stands. (2) During a break Pat White watches the antics of the basketball team. (3) Pat White makes a call while Cliff McWilliams waits. (4) While smoking his ubiquitous cigar, White attempts to organize his desk (5) Tending to an injured football player, White reveals yet another of his many responsibilities.



(3)



(4)

Addison and Rippey's Talent Bless Pem-Day

John Addison, John Rippey, rarely is a high school of any size blessed with two such tremendous athletes in their respective fields. Addison, one of the nations top high school basketball prospects, and Rippey, one of the nation's best junior tennis players, have obtained many honors and have brought to Pem-Day much beneficial publicity.

At 6'7", John Addison as a senior was the best high school basketball player in the metropolitan area. Addison was second leading scorer in the city his junior year, in addition to being named to the First Team All-district, First Team All-state, and Second Team All-Metro.

Addison's basketball career began when he was eight years old playing for his church team, Maywood Baptist. At nine Addison played on both the church team and an AAU team. He continued playing on the church team until he was twelve and the AAU team until his sophomore year at Pem-Day.

Addison entered Pem-Day as a freshman when he was only thirteen. That year he played on both an AAU team and Pem-Day's freshmen team. He made the varsity team his sophomore year; however, he was used sparingly.

"During my sophomore year I never played at full health, but I never missed a game. I had grown so much in the last year I developed tendonitis in my knees. They were sore and weak most of the time." Addison commented.

In his junior year, Addison and Pem-Day went 26-2, finally losing in the quarter finals of state competition. With low post-men Dwayne Straws and Jim Reed to work the boards, Addison was free to play a guard position where his outside shooting talents could be exploited. In Addison's senior year, Pem-Day lost in overtime to Smithville in the regional finals of state competition.

He commented on last season, "My junior year we had the big men to

dominate the boards and this allowed me to stay outside and worry about my guard responsibilities. My senior year, however, we didn't have the big men when we would play against a big team. I had to play post because we had plenty of good ball-handling guards. Our team was a lot quicker, it showed up in practice and drills. We were a lot smaller, too. That team didn't have as much experience as the team the year before last."

Addison has been recruited by about two hundred college teams, including such perennial champions as Kentucky, Arkansas, Notre-Dame, Kansas, Nevada-Las Vegas, Louisiana State, and Duke.

Addison explained the recruiting, "It (the recruiting) first started at the end of my junior season. I enjoyed it at first, but as it kept up I became tired of it. I was ready to settle down to Pem-Day's basketball season."

On his future plans and goals, Addison noted, "I feel I have been blessed with the ability to become a

great basketball player. The work I put into it will determine how far I can go. I want to play for a major college team for whom I can help get a lot of publicity. If I keep improving, still have the interest, and the opportunity, I want to go pro."

Rippey, on the other hand, only a Sophomore last year, has yet to experience the great acclaim and recruiting pressures the high school Senior receives when he is at the top of his field. But John has already received his share of the publicity, especially since he was Missouri State Tennis Champion in his Sophomore year. In becoming Missouri State Champ, he did not lose a set from districts through the state finals and he also became the first Kansas Citian to win the title in the last 37 years. Rippey is undisputedly the best tennis player in the metro area.

Rippey has played mostly in the Missouri Valley district, a territory which covers five states including Kansas, Missouri, Nebraska, Oklahoma, and Iowa. In order to qualify for the Missouri Valley Championship Tournament one needs to reach the quarterfinals and second round of two qualifying tournaments — there are eight to ten of these each year.

Rippey's first real competitive season was the summer of 1974. He won a couple of qualifying tournaments and wound up ranked 7th in the 12 and under division of the Missouri Valley. His first year of 14's,

1975, he won both in singles and doubles in more than one qualifying tournament. He found himself ranked second in doubles and thirteenth in singles in the Valley — a more than respectable showing for his first year in the age division.

1976 saw John really hit stride in tennis circuits. With his doubles partner, Rippey won four qualifying tournaments and was ranked number one in the Valley, winning the Missouri Valley Tournament. In singles, Rippey won three qualifying tournaments — St. Joseph, Omaha, and Sunflower — and finished with the number six ranking in the Valley after placing sixth in that tournament. On the national level, John and his partner won the Easter Bowl in Little Rock, Arkansas. Along with this feat, Rippey achieved a singles ranking of 41 when October came

After all his success the previous summer, 1977 and his first year in 16's proved somewhat disappointing — by Rippey's standards. Winning the St. Joseph's qualifying tournament and being ranked 15th in singles and 6th in doubles in the Valley, though, is not the showing of a hacker.

When Rippey was a freshman at Pem-Day he helped the team capture second place in state; he finished third in state competition, teaming with John Goodwin in doubles. Last year Rippey exploded into the season, carrying the Raiders to a tie for the state championship and winning the

singles title.

During the summer Rippey traveled around the country and competed in several national tournaments. He reached the quarterfinals in St. Louis and made it to the second round and fourth round consolation in the National Hard Court Championships held in San Jose, California. Rippey placed among the top 32, making it to fifth round consolation in the Nationals at Kalamazoo, Michigan, and also played the Western Open and National Indoors. By October, John Rippey was the 38th best 16-year-old in the country.

Rippey put his tennis in perspective, "It is the most important of my extracurricular activities and I put a lot of emphasis on it right now; however, I am not planning my future around tennis in any other way but playing on a college team. I've had the opportunity to develop into a good tennis player and I've gotten a lot of benefits from achieving some things through tennis. There are obviously many junior tennis players who put their main focus on tennis; but, I try to place more emphasis on school."

As for playing in college, he commented, "I want to play four years on a college team. Right now, I don't think I could play at the top of a really powerful tennis team like Stanford. However, I could play varsity for most schools."

Both Addison and Rippey have tremendous potential and both could go far in their respective sports. Both will probably get a free ride through college on sports scholarships. The two of them have contributed a great deal to Pem-Day and are deserving of recognition.

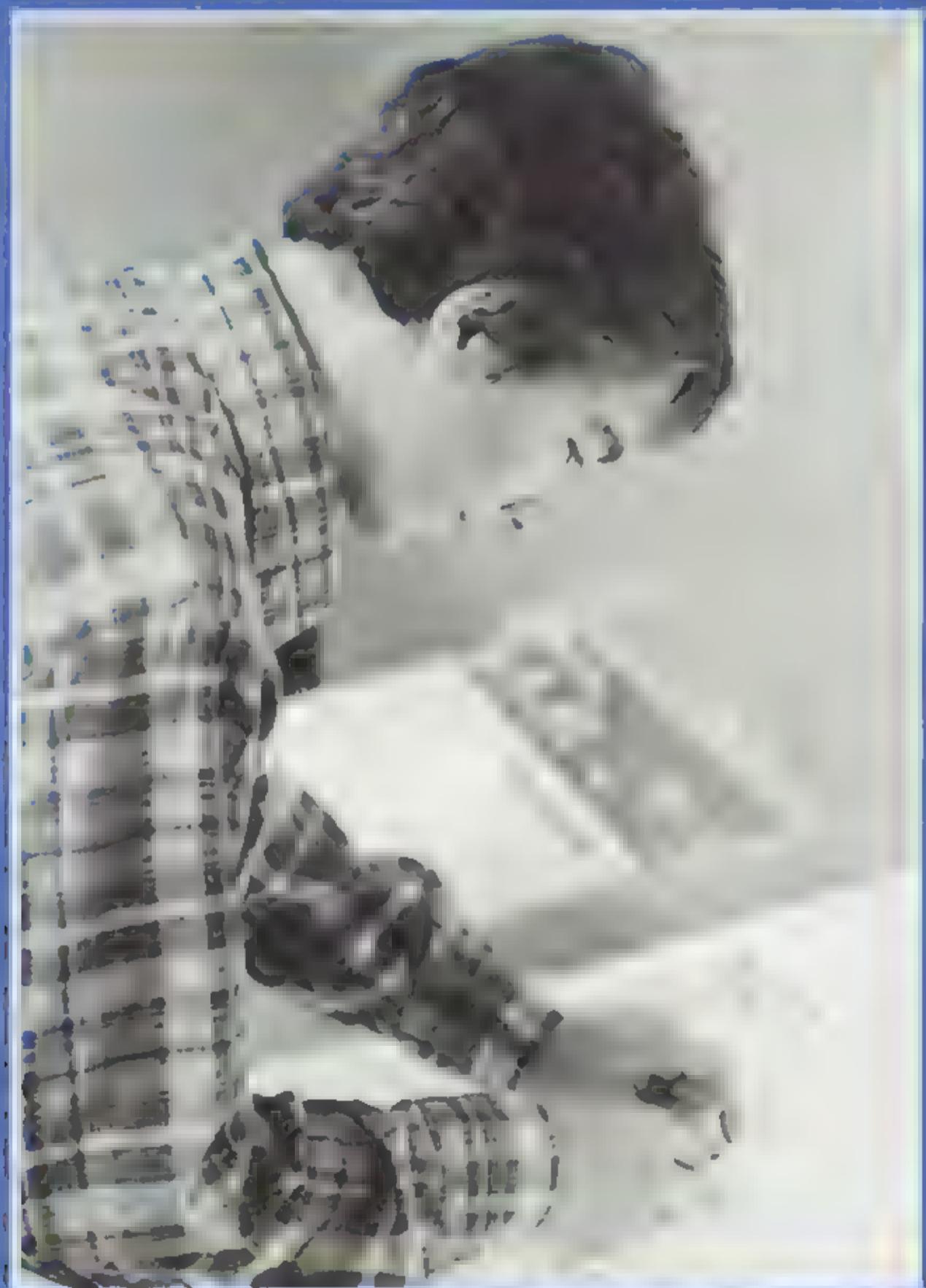
(1) Pem-Day's basketball wonder John Addison displays his style (2) Defending State Champion John Rippey shows the power in his stroke (3) Rippey concentrates on a shot (4) Another casual swoosh for easy-going Juan



(1)

Working together was the key to success for all the extracurricular activities from school publications to drama and musical productions. The students took a genuine interest in the

Design for Cooperating





5

Decisive Action in Council

Founded by former Lower School Principal Jerry Whitson in 1966, the Lower School Student Council completed another year of service to the Lower School. The council took initiative not only as a legislative body but for one of the first times as a fund raising organization. Among the accomplishments of the 1978-'79 Lower School Student Council were the raising of over \$80 through fund raising projects as well as the modification of some Lower School rules to better serve the student body.

Each of the five Lower School classes, excluding Kindergarten, was represented in the 14 man council. Representation increased with each successive class until the Fifth grade had a total of four representatives on the Student Council.

Lower School Principal and Faculty Advisor to the Student Council Barry White commented, "I believe that those students who served on this year's Student Council were given a strong introduction to school management as well as school leadership. I think that in the long run serving on the Student Council benefits the students."



(3)



(2)

FIRST SEMESTER STUDENT COUNCIL BACK Tim Reddin, Chris Kelsey, Damon McReynolds, James Egan M'DOE Vance Miller, Tyler Hoffman, Robbie Hicks, Kent Fortner, Jason Johntz, Tim Freud
FRONT Tony Beasley, Delan Wetherill, Cory White, Chad Wollard



(1)Lower School Student Council Advisor Barry White takes a tobacco break from a recent class
(2)Adam White carefully contemplates a meaningful response to a teacher's lecture. (3)Second graders Christopher Hunter, Aaron Denton, and Douglass Beck listen attentively to a Student Council member explain the recent meeting
(4)Several Lower School Student Council members discuss an important issue in a Student Council meeting



(1)



BACK Tim Reddin Tim Freund Chris Kelsey Whitney Terrell 4th ROW Danny Fromm Tyler Hoffman Vance Miller Marc Craig George Miles James Egan 3rd ROW David Dickey Robbie Hicks Kent Fortner Jason Johnitz John Hendren 2nd ROW Mike Spaw David Stuber Corey White Matt Eben Delan Wetherill, Chad Wollard FRONT Tony Beasley, Cole Martin, John Paul Fogel, Damon McReynolds

Student Council Productive

Composed of fifteen Sixth Seventh, and Eighth graders, the Middle School Student Council held Tuesday morning meetings every week. Attendance, one of the problems in past years, was excellent for the 78-79 Student Council. As Myra Williams, the Council Advisor, commented, "Attendance was excellent — one of the highest in recent years. The good attendance enabled us to get a lot of things done in meetings."

The Student Council was effective in establishing two new Middle School committees: The Assembly Committee and the Student Committee. The Assembly Committee helped the Middle School faculty plan interesting programs for the weekly assembly period. One of the more enjoyable assemblies was when a radio disc jockey spoke of his trade. The job of the new Student Committee was to orient new students

to the Pem-Day system.

Besides establishing those two committees, the Middle School Student Council also designed a fund raising program. Students raked leaves for a reasonable fee in order to earn money for the individual classes. Donuts were also sold by Middle Schoolers to earn money when leaves were not on the ground.

First Semester President Andy Colom commented, "This year was a success mainly because of the outstanding work and cooperation from the Middle School students."

Myra Williams stressed, "This was a very good year. Students collected about \$60 from their fund raising operations. But what really made this year enjoyable was the fact that the members were self starters' and didn't need much adult supervision. It's always good to see that in the students."

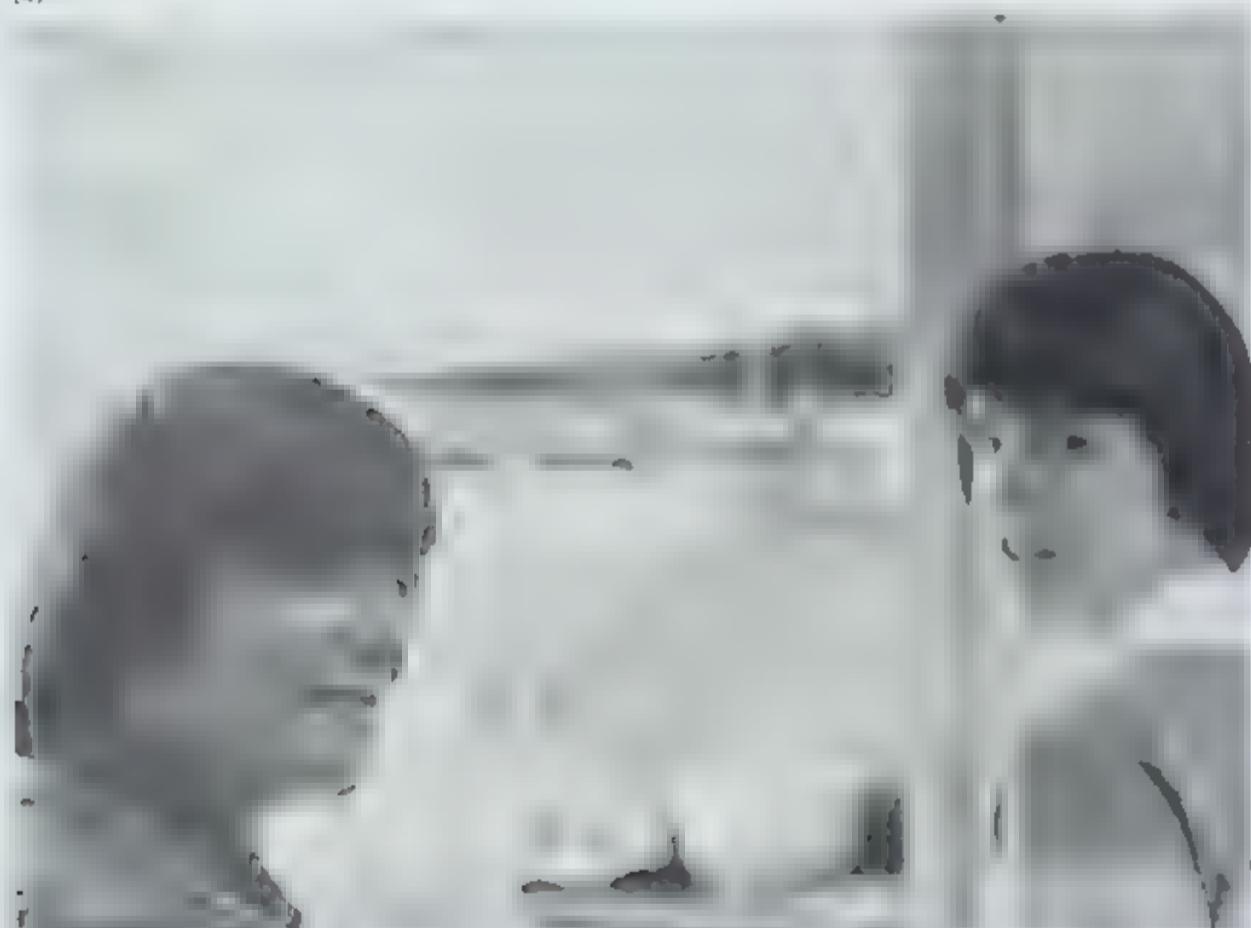


BACK: Brian Fow er, Andy Colom, Chuck Curry, Trey Humphrey, David Gasal, Hans Strong, M.D.D.E., David Hunt, Ed Rippey, Manuel Pardo, David Zahorsky, Tim McDonough. FRONT: Jon Copaken, Johnny Johnitz



(2)

(1) Middle School Student Council member Trey Humphrey (right) discusses a possible proposal with Joe Beck. (2) Eighth Graders Tyler Barnes and Keith Ott work out a proposal for the Student Council.



(1)

New Format for Senate

There was a progressive new look to the Senate as result of radical changes in the constitution. Previously excluded from many areas of Upper School life, the Senate had remained largely inactive and had to some extent been dismissed by the student body as ineffective. Student apathy prompted the senators to review the organization, and its true function in Pem-Day life. After a thorough examination, a new constitution was drafted and approved overwhelmingly by the Senate first and later by the student body.

The new constitution changed the position of the Senate from a primarily legislative body confined to specific areas of the school, to an advisory body permitted to comment on all aspects of Upper School life as well as legislate on some areas. Three significant alterations were made in the Senate as a result of the new constitution. In contrast to the sporadic and infrequent meetings of former Senates, this year's Senate meet regularly at two week intervals, increasing accessibility to Senate meetings for interested Upper School students. The emphasis of former Senates had been placed on a cooperative student faculty organiza-

tion with equal numbers of students and faculty comprising the twenty-four person Senate. This year the Senate moved toward a student dominated body with only one non-voting faculty member holding a permanent position in the thirteen man Senate.

The senators, realizing the lack of a body which checked on results of Senate legislation, established the Follow up committee. This committee was asked to ensure that some sort of action was taken on Senate proposals and to report those actions to the Senate. Changes in the constitution allowed the Senate to function with more freedom as an advisory body.

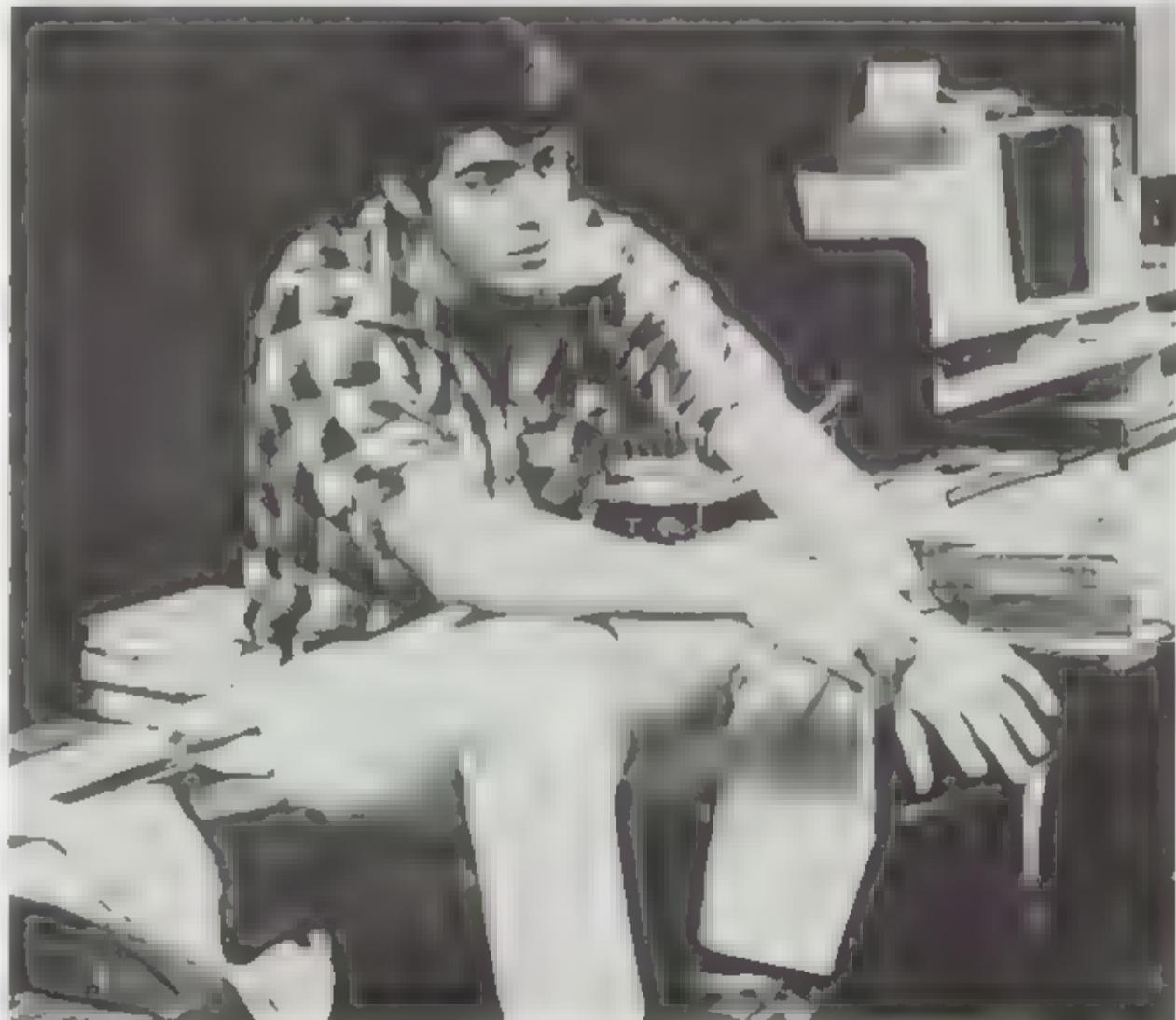
Chairman of the Senate Steve Wilkinson as well as Secretary Garrett Tinsman, two of the Senate members most instrumental in forming the new constitution, felt that in general Senate meetings, although more informal, were more effective.

As Wilkinson commented, "With an all student Senate, senators were less inhibited and were able to voice their opinions much more freely. This convinces me that it is the right type of governing body to most benefit the Pem-Day students."



(1)

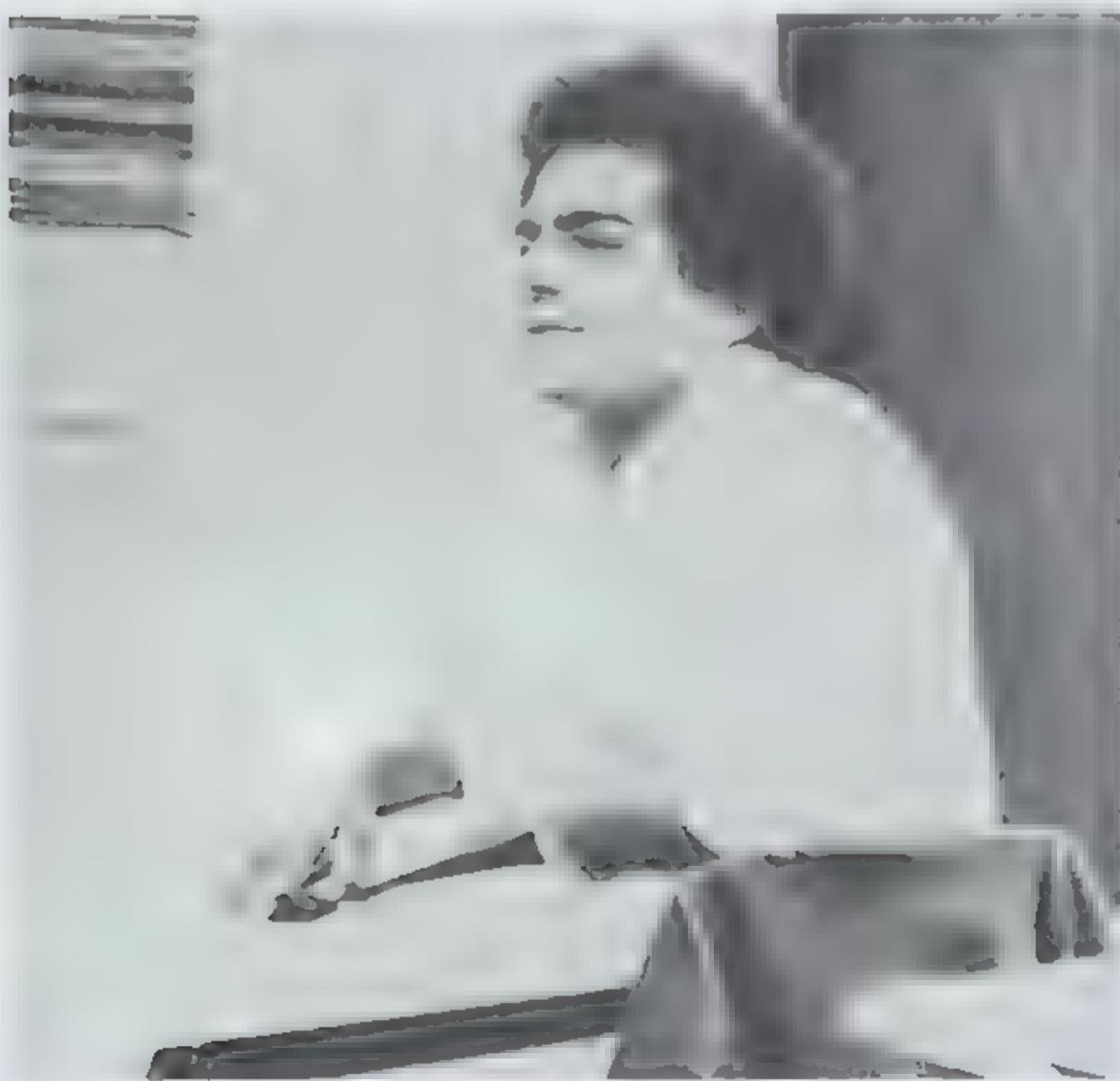
(1) Chairman of the Senate Steve Wilkinson sorts through the ballots of the election which ratified the new Senate constitution. (2) Bill Conley ponders a proposal on the way over to assembly (3) Steve Wilkinson voices his opinion on a subject. (4) Secretary Garrett Tinsman discusses Senate business during the day



(3)



BACK John Rippey Matt Rowland Clayton Marsh Len Jurden Erich Hahn Phil Wang FRONT Sean McCannahan Garrett Timman (Secretary), Steve Wilkinson (Chairman) Bob Green NOT PICTURED Marvin van Leeuwen Paul Fingersh Jim Davidson Bill Conley



(3)



(2)

Variety Adds A Lot Of Spice To Their Life

The Middle and Lower School at Pem-Day planned and participated in many extracurricular activities. The activities ranged from Friday activities in the Middle School to the Shakespearean Production presented annually by the Lower students. The activities were designed to be educational and fun, as well as a relief from the students' everyday studies. The activities definitely fulfilled these roles.

The Middle School in recent history has participated in a highly successful program of Friday activities.

Friday mornings took on a new meaning for the Middle Schoolers because that was the time they participated in their preselected activity.

Each student selected a Friday activity which he would participate in for the upcoming quarter. Activities were taught or proctored by a Middle School teacher. Many of the ideas for these activities came from the teachers themselves who felt that the activity would be fun and interesting for the students.

Disco dancing, cooking, leather craft, games, riflery and Ultimate Frisbee were some of the more

popular activities that the Middle Schoolers could have participated in at some time during the year. An added attraction for the Sixth and Seventh Graders was the fact that their Friday activities were coordinated with Sunset. Unfortunately the Eighth grade activities were not coordinated with Sunset due to the fact that the Sunset Eighth grade was in the Upper School.

Michael Trent, director of the Friday activities, commented, "The Friday activities were a great deal of fun for the students and teachers alike, and tended to add variety and enrichment to the average Middle School day."

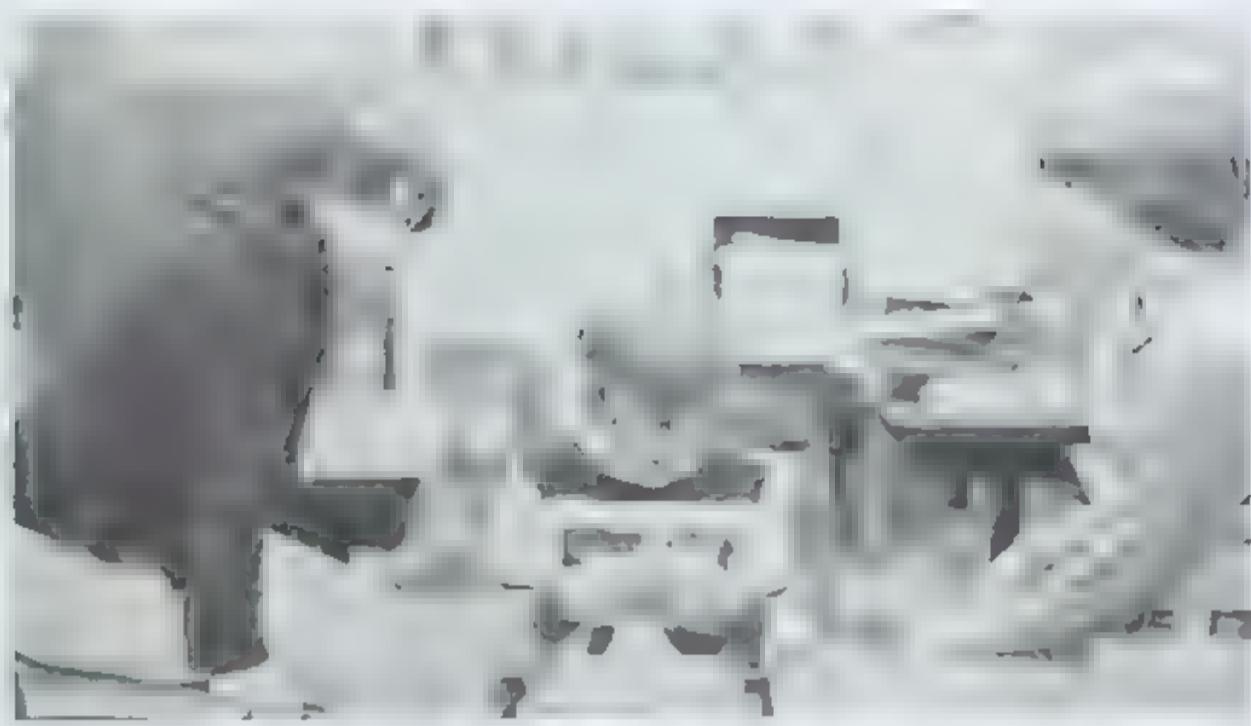
The Lower School under the direction of Principal Barry White had a large number of extracurricular activities. Among these activities were field trips, coordinated activities with Sunset, and film watching. Two of the more liked and interesting field trips were a trip to a Vineyard in Lone Jack, Mo., and the long time favorite, a trip to the Zoo. The field trips were designed to be fun, interesting and informative. In the Lower School these trips filled all three categories completely.

Taking advantage of instructional television to aid in the learning process of the students, Mickie Martin, Lower School Librarian, taped educational T.V. programs which coincided with subjects being taught in the Lower School. The teachers then, at their own discretion, used educational films as a learning aid and as a supplement to the daily work.

Besides the more common types of extracurricular activities such as art and music, the Lower School participated in an annual Shakespearian production. The production gave the students a chance to exercise their acting ability. Lower School Fifth Graders also went to outdoor school at Allendale camp. While at outdoor school students combined pleasure with a natural learning experience.

The Pem-Day Middle and Lower Schools were quite active as far as extracurricular activities were concerned. As Barry White stated, "The close coordination with Sunset Hill and the many fun and interesting activities offered furthered the students education and at the time gave them a good time."





(1)



(2)



(3)



(4)

(1) Chris Kelsey and Flagg Moler play a friendly game of chess while Travis Cottrill and Spencer Brown look on. (2) During the games activity Tim Reddin and John Durrell play a game of Careers. (3) Frustration is evident on the face of Chris Davies as he tries to rebuild a cube. (4) The computer games craze hits the Lower School as Adam White plays and Eric Stettler and Chris Kendall look on. (5) Charlie McCarter and Chris Kendall read their lines of a story play. (6) During model building class Yoshi Kipper tries to construct a car with help from Jeb Bowron.

Do Re Me Fa So Music

Bravos, Messiah, Annual Thanksgiving and Christmas programs, and the spring musical, along with numerous concerts around the city required a tremendous amount of time and effort by the students involved in the Pem-Day music program.

The Pem-Day glee-club, combined choral (ie. the P C D. and Sunset Hill glee-clubs combined into one), plus Madrigals, a select group of Pem-Day and Sunset Hill singers, comprised the major musical groups at P C D.

The P C D. glee club practiced daily for one period and the combined choral and the Madrigals practiced every

Wednesday night. The combined choral met from 7:00 P.M. to 8:00 P.M. followed by Madrigals from 8:00 P.M. to 9:00 P.M. Further use of after school time was the many afternoon and evening practices and rehearsals in late February and early March prior to the spring musical.

Glee-club president, Russ Munyan, expressed his views on the value of the musical program at Pem-Day. "Musical activities may have required an awful lot of my free time, but it was something I will never be able to duplicate and it was a memorable experience."



(1) Junior *Hilltop* Editor Howard Simon tries his hand at various paste-up techniques. (2) During a combined choral rehearsal director John Lovstad assists members in hitting the correct pitch. (3) Surrounded by his Seventh Grade team, Coach Chip Campbell answers any questions that they might have.



Meeting To

There were two main publications on the Pem-Day campus; the *Hilltop* and the *Raider*. Both publications drew many students from the Upper School to work, and some worked on both staffs.

The *Hilltop*, the bi-weekly school newspaper, noted nationally for its quality, held meetings over a two week cycle. This cycle was comprised of four separate meetings: a copy meeting, a layout meeting, two paste-up meetings, and a circulation meeting. These meetings totaled over 20 hours of work for editors and a little less for the staffers per issue.

The *Raider*, the yearbook, also noted nationally for its coverage, had no set schedule of meetings, but during the two or three week period prior to a publisher's deadline there

I'm An All-Star; I Don't Need To Practice

The final bell or tone at 3:20 did not always signal the end of the school day for the students. Many of the students were involved in a wide variety of intramural and interscholastic sports.

At P.C.D., the school year is divided into three sports seasons. Each student was required to participate in two of three, whether on the interscholastic or intramural level. Many students, however, participated in all three seasons.

The intramural program at Perm-Day had a number of varied activities including: squash, handball, racquet ball, basketball, softball, and soccer. Intramurals usually met from 3:30 to

4:30, three or four days a week depending on the activity.

With nine Varsity categories there was also a great variety of sports on the interscholastic level. Football and soccer were in the fall followed by basketball, wrestling, and swimming in the winter season. The Varsity sports in the spring were tennis, golf, track, and baseball. Most of the interscholastic sports practiced daily from about 3:40 to about 5:30 or 6:00. This meant that, with the exception of game days when no practices were held, most of the students' afternoons were consumed by athletic activity. For many students the school day did not end until 6:00 P.M.

(2)



(3)

Night 7:30

were three or four meetings a week. The *Raider* had five major deadlines throughout the year.

The *Scholar* and the *Helicon* were two student literary publications. The *Scholar*, generally printed in the spring, was a booklet designed to print or reprint student papers of a highly academic nature, while the *Helicon*, also put out in the spring, was a literary magazine, with poetry, short stories, and photography making up the bulk of the magazine.

School publications took a great deal of the student's free time in the evenings and on weekends, adding to their work load. Most students felt it was a great experience to contribute to the publications. Their hard work could be seen in the quality of school publications.

Art Stresses Individualism

A variety of student projects including a wall mural and a modern art sculpture made out of a parachute highlighted the year for the art department. The mural was designed and painted outside of the artroom on a hall wall by Senior Sid Devins. The parachute was designed and hung in the upper school courtyard by Junior David Whitacre. Some other mediums that individual students used were the graphic art materials for woodblock printing, etching, painting with oils, acrylics, and watercolors.

The art department was also responsible for getting outside artists to exhibit their work in the science lecture lobby. However, because so many artists were "involved" in area shows, they didn't have any work to show at Pem-Day until after the Christmas holiday.

The art department, although the photography contest continued to be held, had to temporarily postpone the photography class due to afterschool conflicts concerning the dark room.

Included in the plans for the new development project are designs for an expanded art facility. Department chairman Don Adams commented, "There would be more offerings for students because of increased space, and thus there would be room for bigger projects to be undertaken by the students." Adams felt that the art department could become an exciting place if the expansion takes place. He went on to say that he has been very pleased with the attitude this year, and he looks forward to the future development of the Pem-Day art department.

(1) Sunset Hill Senior Diana Butler molds clay while taking part in the co-ordination program
(2) Art Instructor Don Adams prepares a special material for an upcoming class (3) Drawing with pen and ink, sophomore Albie Lea concentrates on an abstract project



(1)



(3)



Fun Sets Tone For Music.

The entire music program at Pem-Day continued to maintain the high level of quality of past years. The main success of the program can be attributed to the enthusiastic attitude which prevailed throughout the students.

In the Lower School, students appeared to be more energetic and willing to participate than ever before. Music was no longer a class that students looked down upon, but, instead, it was a time of enjoyment and fun. This feeling was a result of a more interesting program instituted by Lower School music director Carol Mehl. Mrs. Mehl commented, "With a group of boys so energetic, teaching music was a pleasurable and exciting experience."

This attitude was also prominent in

the Upper School music program. A positive attitude could be easily sensed at any Glee Club or musical practices. Good attendance at these late night practices proved that the students enjoyed participating in musical events.

The overall student involvement in the music program was also extremely high. This combined with a fine student attitude led to another successful year in music at Pem-Day. Music Department Head, John Lovstad, commented, "This was a great year for music at Pem-Day. A powerful incentive for students to continue to be involved in music was provided in the Lower School, while in the Upper School, outstanding attitude and participation were constant factors throughout the year."

(1)Music Director John Lovstad gives the proper key for a song to Don Spangler, Russ Munyan, and Bill Enright (2)Third Graders Michael Corbin and Marc Moody select a piece of music from a file

(1)



(2)

Outlet For Skills

Students who wished to publish poetry, creative writing, special effects photography or drawing, found an outlet for their talents through the *Helicon*. The *Helicon*, published and distributed annually at the Final Assembly, again provided a literary publication for creative arts at Pem-Day.

Editor-In-Chief John O'Connor and Faculty Advisor Hill Hughes maintained a relaxed schedule throughout the year. Meeting only when a sufficient number of works had been turned in, there were only a limited number of meetings. Despite this fact, The *Helicon* did have an acceptable number of articles and photos to publish. The adequate number of works was partially due to a contest judged by *Helicon* staff members. Winners of the contest were mentioned in the final publication.

Equally emphasizing poetry, photography, and creative writing, The *Helicon* staff had a good diversity of material in its magazine. Basically, as John O'Connor stated, "We didn't emphasize any one part of the magazine any more than another. The only change we had was the elimination of subtitles such as 'Death' and 'Life'. I just didn't think that you could assign titles to the type of literature we published."

O'Connor felt that The *Helicon* was important because, "It exposed student's writing or art to others in the school community."

(1) Scholar Faculty Advisor Carl Schulkin searches through his files to find a paper for Senior Matt Ehrlich (2) Sitting in a humorous position, Helicon Advisor Hill Hughes reviews some prospective works



TOP Jeff Van, John O'Connor (editor-in-chief), Hill Hughes (faculty advisor). BOTTOM Doug Green, Matt Ehrlich



(2)



Interest Level Low

Despite continued lack of interest on the part of the Pem-Day student body the *Scholar* persisted to give a few students, mostly the editors, the chance to exhibit abilities in the field of research papers and creative writing.

The *Scholar* found its student leadership in an editorial staff of three who in the face of general lack of interest managed to produce a publication, which provided entertainment to its readers. The editors, contributing most of the material for the publication, were Jeff Ulin, Matt Ehrlich, and Doug Green.

With half the number of editors of previous *Scholars*, the editors had to work hard to produce the same quality publication. But as editor Jeff Ulin commented, "I didn't mind the work. The *Scholar* is something unique to high schools, but it is very much like what many colleges have. That was why I liked working toward the printing of the *Scholar* and that along with the opportunity for students to show their works is the main value of the *Scholar*."

The faculty advisor of the *Scholar*, Carl Schulkin, found that the number of papers submitted was insufficient. Dr. Schulkin remarked, "We published approximately fifty of each of the two issues and never did we come up short. Unfortunately, the only people, who wanted a copy, were the people, who had a piece of literature published — not a large number of people."

Carl Schulkin (faculty advisor), Jeff Ulin, Matt Ehrlich, Doug Green

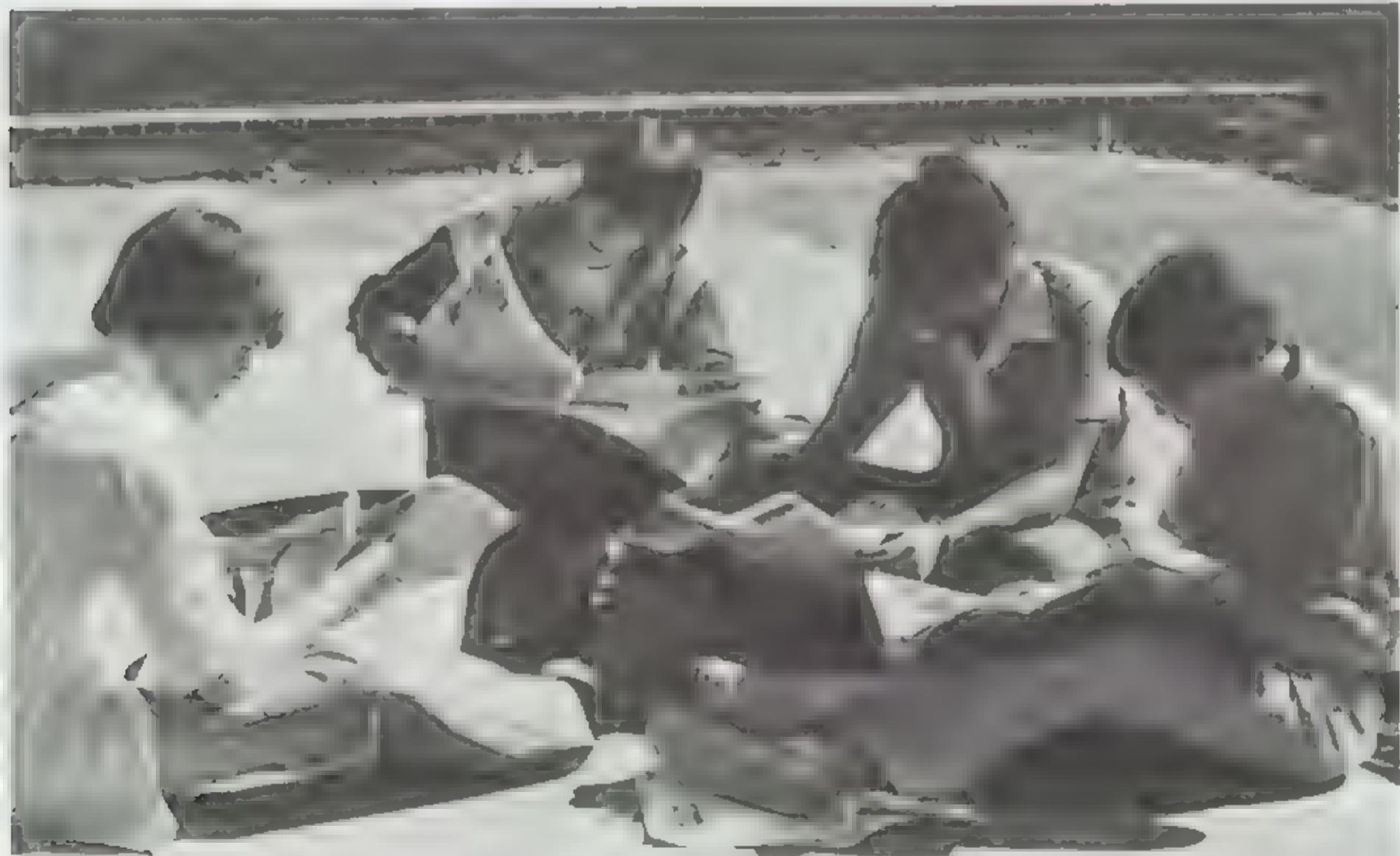


(1)

(1) Relaxing in the halls, Sophomore Tom Mangold reads the Varsity swimming article in the *Hilltop*. (2) John Starr reads the Pem-Day news fresh off the *Hilltop* press. (3) Two Juniors Mike Bay and Chris Roth, take time out to look through the *Hilltop*. (4) Taking in a few rays, Juniors Dave Hall, David Boucher, Nelson Sabates and Chris Roth read the new *Hilltop*.



(1)



(4)



Quality Appreciated by Students

Once every two weeks and near the end of the school year, the *Hilltop* and the *Raider* were published. If you had asked a member of one of those publications what they thought about their publication, the answer would have been something to the effect of, "It's great," or, "It's a lot of fun putting out a quality publication." But what did students who did not take part in the publications feel about them?

Generally a six-eight page publication, the *Hilltop* or school newspaper, was printed once every two weeks. Appearing in the halls every other Friday, there was always a crowd to fight through to get a paper. Throughout the day, between classes, in free time, or many other times, students could be found reading or talking about a certain article or section.

Although most students did not read all or even most of the paper, what they did read they enjoyed. Sports was probably the most widely read section of the paper. As one Junior pointed out, "I only read what I'm interested in. I enjoyed seeing the pictures and reading the articles right after the event happened."

Generally that was the opinion that most Pem-Day students took. They enjoyed reading the parts that they were interested in. The areas of interest for the students were large, but the *Hilltop* covered them all. All parts of the school life were covered as well as some areas of national interest. Since the *Hilltop* has maintained an All-American rating for the past few years, Pem-Day

students were not the only ones who enjoyed the paper.

The publication of the *Hilltop* was looked forward to by students. It was a fun paper for the staff, the editors, as well as for the general readers.

For the past two years, the *Raider* was published before the end of the school year. The distribution of the 206 page yearbook was excitedly awaited by all Pem-Day students.

The *Raider* served as both a pictorial as well as a written account of the year. As such, students enjoyed receiving and keeping the *Raider* as a memento of their year. The fact that the yearbook was published during the year, when the memories, both good and bad, were still fairly fresh was approved of by the students. Their feelings were summed up by one senior who said, "The *Raider* is great to pick up and read or just look through. Coming out at the end of the school year, it gave us a chance to remember the year while we were still with our friends."

The *Raider* was not only for the year that it came out. As any student would attest, picking up an old *Raider* and looking into the past was commonly done.

As Burt League pointed out, "Both publications are high class. The *Hilltop* is fun to read right when the event happens. The *Raider* is a record that I will always keep to remember the entire year by." Both publications were widely read and enjoyed in the Pem-Day community.

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Time & Effort = Quality

Led by Editor-in-Chief Jeff Ulin, the *Hilltop* gave students on the staff a chance to extend their knowledge in the area of journalism. The faculty advisor of the paper was Elmer White, whose role was to see that the students adhered to the principles of good journalism.

The *Hilltop* had 12 editors and a total of approximately 35 students from all four Upper School classes working on its staff. These students wrote articles on all school issues and occasionally issues of local or national importance which had a bearing on Pem-Day.

As Jeff Ulin commented, "The freedom we had created an independent organization with ties to the school." Students did all the work putting out each issue, except for the actual printing, which was done by Neff Printing Company.

The *Hilltop* came out approximately once every two weeks - a total of 15 times for the year, usually five meetings, accumulating between twenty-five and thirty hours, were needed to publish each issue. Of these five meetings, only two, the paste up meetings, were held at school, others were held at an editor's house.

The National Scholastic Press Association evaluated all student news papers in the country for outstanding journalism. The highest rating any paper could receive from the N.S.P.A. is All-American. The *Hilltop* had a tradition of high quality, which was evident from the fact that they have received their All-American award every semester since 1972. The *Hilltop* strove to maintain the high All-American tradition.

As Ulin stressed, "We wanted to have fun and provide a service to the school; but in doing that our number one goal was to achieve an All-American rating for the *Hilltop*."

Faculty advisor Elmer White commented, "The whole staff did a good job under the hectic conditions of making deadlines. Testimony to the quality of the paper was the All-American ratings received."



(3)



(2)



BACK Phil Christopher Jay DeGoler Noby K m MIDDLE Mike Sosnow Howard Simon Bucky Brooks Nelson Sabates Don Spencer Doug Green Front Steve Wilkinson John Rippey Jeff Jim ,Editor in Chief, Jim Quirk NOT PICTURED Chan McCray Troy Burgess Russ Munyan Matt Ehrlich



(1) Relaxing during a weekly *Hilltop* meeting, Assistant Editor Steve Wilkinson puts away a cookie to restore his energy (2) Doug Green (front) and Don Spencer check the positioning of articles at a paste-up meeting. (3) Faculty advisor Elmer White reviews some *Hilltop* material before it is published

(1)

Comedy Out

Breaking away from the traditional comedic one-act plays, the Pem-Day-Sunset Hill Drama Program presented two more serious plays. Under first year drama instructor William Brown, a more dramatic and serious brand of acting was developed. The two student-directed one-act plays presented by the drama program were "Fumed Oak" and "Miss Julie."

"Fumed Oak," written by Noel Doward, was directed by Pem-Day Senior Jon Simonie. In "Fumed Oak" Pem-Day Sophomore John O'Connor played a man who had been forced into marrying a woman because she claimed to be pregnant. The woman was played by Sunset Sophomore Janet Curry. Senior Lori Wilbur and Sophomore Sarah Boocock also had major leads. There were many dramatic moments in the play as the husband and wife tried to save their marriage.

"Miss Julie," the other student directed one-act play, was written by August Strindberg. It was directed by Senior Doug Green. Sophomore Emily Jones played a countess who fell in love with a stableboy, Senior Jeff Whetstone. The countess was finally driven to commit suicide. Juniors Amy Durie and Larry Staples also had leading roles. "Miss Julie" was a more serious play, too.

The drama program was a source of fun and enjoyment for everyone involved. It also provided entertainment for those who attended the presentations of the plays. The participants received valuable acting experience performing before an audience. As Doug Green pointed out:

I had a great experience in drama. I think that anyone interested in drama should join the drama program.'





(4)



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(1) Senior Matt Ehrlich laughs at a joke in rehearsal (2) Rehearsing for "Fiddler on the Roof," Matt Ehrlich and Eleanor Allen practice a song (3) Leads in "'Miss Julie,'" Emily Jones and Jeff Whetstone walk across the stage (4) "Take that," says Doug Green as he slaps Senior Bill Conley



(1)

Always On Call For A Concert

Directed by John Lovstad and accompanied by Nancy Elliot, the Pem-Day Glee Club expanded the number of concerts during the school year. The Glee Club, the Pem-Day Singers (a select group of about half of the boys), and the Pem-Day, Sunset Hill Madrigal Singers made over forty appearances combined.

Mr. Lovstad commented, "The Glee Club has grown steadily in size since I have been here and we maintain a very busy schedule of concerts. There isn't a time of the year that we aren't on call for a concert."

Practicing an average of three times a week, the Glee Club was constantly preparing for a concert appearance. The steady practice produced a group of singers that in Lovstad's opinion was well prepared and did a fine job in most of their appearances.

The Glee Club gave many school related concerts including the Thanksgiving program, Bravos, and the Christmas program. The Glee Club was also actively involved with the Sunset Hill choral group. Together they gave several programs highlighted by the "Messiah," and this year's musical, "Fiddler on the Roof." Besides school concerts, the Glee Club gave dozens of concerts for community affairs and civic organizations.

One of the most enjoyed parts of being a Glee Club member was the annual trip. Financed to some extent by the money donated to the Glee Club by appreciative organizations, the trip was by far the climax of the Glee Club year.

(1) The Pem-Day Sunset Hill Madrigal singers perform at the Bravos concert (2) John Lovstad teaches the Madrigals the proper rhythm for a new song (3) The Glee Club sings at Bravos. (4) John Lovstad talks with Nancy Elliot (accompanist) before a rehearsal (5) At the Country Club Christian Church, the combined groups of Pem-Day, Sunset, and Barstow rehearse for "The Messiah." (6) John Lovstad conducts a Glee Club rehearsal



(1)



(2)



(3)



(2)



(3)



(4)

Atkin (Sec.)*#
Bailey
Barton*
Beck*
Becker (Asst. Man.)*#
Biggar
Blomeyer
Boucher*
Brooks*
Browning
Brownlee
Burgess*
Butcher
Byers
Cross*
Daw
Ehrlich (Treas.) *#
Enright (Man.)*#
Fowler
Geraci
Glazer
Green*#
Haddad A *#
Haddad D
Hahn*
Hall*#
Hardy
Hartwig G.*
Hartwig T
Herman
Hickok*#
Keller
Khoury
Kitterman
Larson
Letts*
Martin*
Munyan (Pres.)*#
McKim
McWhinney
O'Connor
Polsky*
Quigley
Quirk*
Reed B
Reed J.*#
Reno*
Rowland*
Sabates (Lib.)*#
Sildon
Simonie
Sosnow
Spencer*#
Staples*
Stark
Starr
Wells*
Wurst (Hist.)*#
Wurster
Young*#

* denotes Pem-Day Singer
denotes Madrigal Singer



(4)

Musical Leads

Tevye	Matt Ehrlich
Golde	Eleanor Allen
Tzeitel	Lori Wilbur
Motel	Doug Green
Perchik	Russ Munyan
Hodel	Dana Boocock
Fyedka	Andy Atkin
Chava	Diana Butler
Lazar Wolf	Bill Enright
Yente	Janet Curry



(3)

Glee Clubs play *Fiddler*

Under the direction of John Lovstad, the Glee Clubs of Pem-Day and Sunset combined to produce the musical, "Fiddler on the Roof." The setting is a small Russian town. Tzeitel the daughter of a dairyman, Tevye, almost marries a rich man picked for her in the tradition by a matchmaker. But Tzeitel loves a poor man and decides to break tradition and marry the man she loves. During the ceremony, the police break in and order everyone out of town. Although poor Tzeitel and her new husband live a happy life.

"I was really happy to do Fiddler this year," said Lovstad, "The show had serious scenes as well as lighter ones

which gave students a chance to portray a wider range of emotions. Fiddler also had more leading characters to portray so more girls and boys had the opportunity to perform solos."

Once again there was a large participation in the musical. Rehearsals began with a mini-course for the leads and then the special dance ensemble, continuing through work on the songs. More practice brought together scenes, acts, dress rehearsals and finally the musical itself. Matt Ehrlich, who played Tevye, commented, "This was not an easy musical to perform, it took a lot of hard work for all concerned. We can all be proud of our efforts."



(1)



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(3)

(1)The Bottle Dancers perform during the wedding. (2)Matt Rowland and Dea Hanna express their feelings for each other as the chorus sings "Sunrise, Sunset." (3)Tevye (Matt Ehrlich) and Golde (Eleanor Allen) sing in bed during the dream scene. (4)Motel (Doug Green) asks Tevye for Tzeitel's (Lori Wilbur) hand in marriage. (5)Tevye asks God for some advice

Stability Marks AFS Year

France, Switzerland, Germany, Spain, South America; if you found an interest in any of these areas, then AFS was the program to get involved in. Just ask Steven Brooks, Jim Davidson, or Frank Young. These students took advantage of the excellent opportunity to travel to a different area of the world through the AFS program.

Steven Brooks, who resided in Canberra, Australia, spent his senior year at Pem-Day. He stayed with Mrs. Nancy Martin and her son, Stuart. Jim Davidson and Frank Young both experienced an AFS summer. Davidson traveled to the island of Sri Lanka. Young stayed in the capital of Uruguay, Montevideo. Each of these people had nothing but praise for the program.

Besides the foreign AFS student, Pem-Day's AFS program consisted of a student committee designed to support the foreign student and in general become acquainted with the AFS program. The committee was composed of about 15-20 students and was guided by officers Frank Young (president), John Rippey (vice president), Doug Green (treasurer) and Don Spencer (secretary).

The AFS program was again primarily financed by the Clothesline Sale. The AFS members, along with their mothers, did their part by running the cook shack. The AFS committee did, however, put on a fund raising program.

They staged the first dinner "Gong Show". Combined with the Clothesline funds this gave the AFS committee a stable base of operations.

The two candidates for the upcoming summer AFS program were Sean McClanahan and Seth McWhinney. AFS faculty advisor T. Edward Hicks asserted, "Pem-Day has had excellent success in placing its candidates. We hope that these young men will have a chance to travel abroad through AFS." Reflecting on the year in general, Hicks remarked, "It was neither a year of ups nor downs. The program continued its fine work in every aspect. The AFS committee experienced another year of great stability."



TOP Carl Schuykin (advisor), T. Edward Hicks (advisor). FIFTH ROW David Quigley, Dan Borlack, FRED, RTH, ALW, Matt Row and Eric Siden. THIRD ROW Sean McClanahan, Frank Young (president), Peter Young. SECOND ROW John Rippey, Howard Simon, John Starr, Doug Green. BOTTOM Steven Brooks (AFS student), Stuart Martin (host).





"Down Under" At Pem-Day

Steven Brooks, this years A.F.S student from "down under" added a little something to everyone's year at Pem-Day.

Steven stayed with Mrs. Nancy Martin and her son Stuart. He also found time to spend a week with the Dr. Ben McCallister family and three weeks with the Dr. William Reed family.

Steven did not allow himself much leisure time as he took physics, calculus, U.S. history, and English. He did, however, find time to sing in the Glee Club.

Steve also played Varsity football, a game which he had never seen before. "I received encouragement from everyone," Steven asserted. "I also made many friends, which is just as important as learning the game." He was rewarded for his efforts with a letter jacket, a gift from the team. "That was a big surprise. It really meant a lot to me," he remarked.

Steven found Pem-Day different from his high school in Australia. His other school was made up of 800 juniors and seniors. Pem-Day was much smaller.

Steven remarked, "One of the first things I noticed here was the great unity and school spirit among students."

Being from Australia, language was not a major problem for Steve, and by the time school started he had made enough friends on the football team to be a part of the school community from the very outset.

Steven reflected on his year. "I wish to express my thanks to everyone at Pem-Day and to my host families. My entire experience has been exciting and very worthwhile. I can't offer enough encouragement to get involved in the American Field Service Program. If I had the opportunity to do it again I surely would."



(1) Australian AFS student Steven Brooks pauses to allow a *Raider* photographer to snap a shot. (2) AFS Faculty Advisor T Edward Hicks talks with Junior John Rippey about a possible fund raising project. (3) Steven Brooks (right) poses with his host family, Junior Stuart Martin and his mother, Nancy Martin

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Shop Teaches Young Staff

Comprised of six to eight members the Print Shop's main intent was to "have a good time" while at the same time provide a service to the school. Basically this organization printed ribbons for the Lower and Middle School "Field Day," tickets for school dances and musicals, letterheads for the teachers and the administrators, and certain miscellaneous items for students. Despite the fact that the Print Shop earned \$100 through its work, it was a non-profit organization, since all the money was then re-invested into buying ink and other items for the shop.

Three years ago the Print Shop combined with the Art Department to use the shop's presses for printing graphics. Print Shop faculty advisor Don Adams commented, "I felt that the Print Shop came along well. Some of the new members showed interest in the shop, and I felt that there was a good deal of organization achieved by the officers this year."

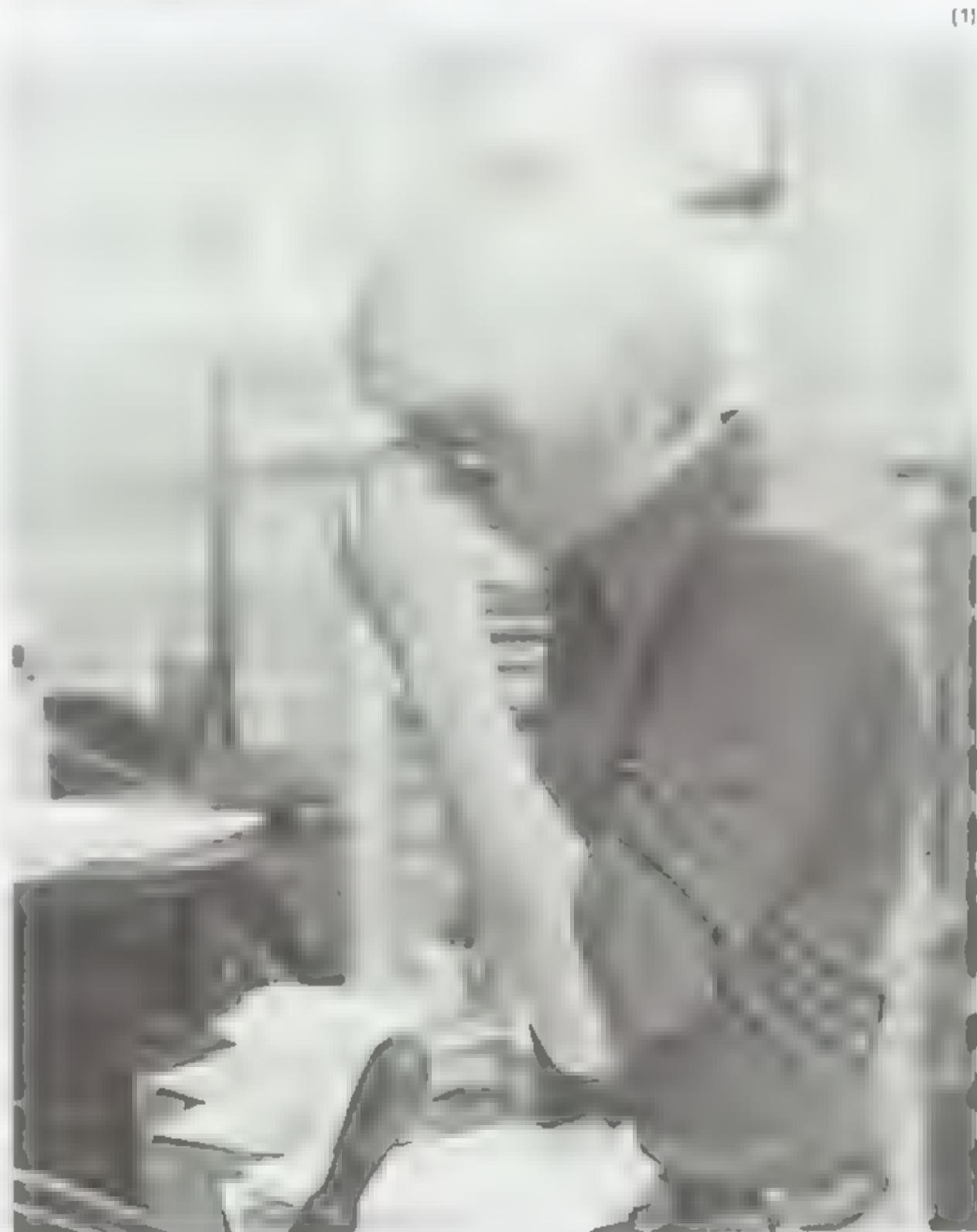
Print shop president Jon Simonie talked of the year as being very successful. He went on to continue that he anticipated the print shop to be better than ever next year, since there would be more to continue the work of the print shop.

The other print shop officers for the 1978-1979 school year were Peter Stark, vice-president; and Greg Hartwig, secretary-treasurer. Hartwig summed up the value of the print shop by saying, "A person with a mechanical ability and an interest for this type of thing can benefit greatly from the experience of working for the shop while at the same time do necessary tasks for the school."

(1) Freshman Bill Anderson oversees a printing operation in Print Shop during a free period (2) Key Club adviser Jim Ryan sets an example of courtesy for other members to follow



BACK: Greg Hartwig, Frank Jorden, Blair Tjema, Dor Adams (adviser). FRONT: Peter Stark, Jon Simonie, Bill Anderson, Chau Le





Worthy Contributions

Led by President Jim Davidson, Vice-President Steve Wilkinson, and Secretary Greg Crooker, the Key Club was composed of six Seniors, five Juniors, and three Sophomores. The Key Club was one of the many fine organizations functioning on the Pem-Day campus. Basically the purpose of the Key Club was to offer assistance during various campus activities. Some of these activities included the annual family barbecue, parents' open houses, Thanksgiving and Christmas programs, and graduation.

Underclassmen interested in becoming members of the Key Club submitted self-nominations to the Senior officers. From these nominations the existing club members made the final selections for new members. Beginning with the Sophomores membership increased by classes until the Senior class had a total of six members.

President Jim Davidson commented, "Last year a Big Brother program was suggested as a possible addition to the duties of each member. Unfortunately the program was not put into effect this year, but I intend to see that this proposal is brought to the attention of the incoming officers."

Jim Ryan, Key Club Advisor, stated, "I feel that the Key Club is a fine service organization that again made worthy contributions to the school."

Glee Club Director John Lovestad, who received most of the Key Club's services, commented, "Since I am unable to spare any Glee Club members for the necessary task of ushering programs, the Key Club proved to be very valuable. The Key Club helped us to produce smooth well run programs."

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BACK: James Ryan (advisor), Becky Brooks, Greg Crooker, Charley Benson, Brian League, Mike Doering, Sean Dow. FRONT: Jim Davidson (president), Mike League (chr. Advisor), Craig Straus. NOT PICTURED: Steve Wilkinson (vice-president), Garrett Tinsman, John Rippey, Clayton Marsh

Cheers Boost Spirit

While the varsity basketball team had one of its more successful seasons, and other sports also grew, the role of the cheerleaders and yell leaders increased greatly. Pem-Day basketball saw large crowds flock to the basketball games due to its success and it was the spirit leader's responsibility to direct the large crowd's enthusiasm in a positive direction.

There were ten yell leaders in the fall and six in the winter, all Seniors, while there were eight Junior and Senior cheerleaders in both the fall and winter. Captained by seniors Kim Kline and Lori Wilber, the cheerleaders, along with the yell leaders were able to lead chants and cheers and in general maintain a high level of crowd participation.

On her role as a cheerleader, Lori Wilber commented, "Cheerleading gives me the opportunity to express my school spirit as well as incite greater enthusiasm from the spectators."

Besides football and basketball games, the cheerleaders led pep cheers during morning assemblies at Pem-Day to try to increase attendance throughout the fall and winter seasons. They also made signs for the players encouraging them to do well.

Yell Leader Phil Christopher expressed the role of the yell leaders at Pem-Day, "The spirit brought forth from the cheerleaders can only go so far. It takes the yell leaders to further that spirit. We take the cheers to the spectators and get the crowd to participate."

Chris Chapman, another yell leader, emphasized, "Our role was not to outyell the cheerleaders, but to work with them and combine our talents in order to instill the greatest possible enthusiasm."



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CHEERLEADERS

Kim Kline
Lori Wilber
Joie Johnson
Carolyn Flagg
Dea Hanna
Bess Kerr
Barbara McPherson
Katie Vogel

YELL LEADERS - FALL

Chris Chapman
Shane Glazer
Bill Barton
Mark Herman
Andy Bulkley
Len Jurden
Phil Christopher
Doug Young
Bill Enright
Erich Hahn

YELL LEADERS - WINTER

Chris Chapman
Shane Glazer
Steve Wilkinson
Russ Munyan
Len Jurden



Club Accepts Responsibility

As Letterman's Club Vice-President John Addison commented, "The Letterman's Club in the past has not taken on the responsibility that some believed necessary. This year's club was in a position to continue that trend but did make some effort to start a new tradition." The greatest change that the lettermen undertook to take on more responsibility was to modify the process of selecting a Homecoming queen.

The Queen was still elected by the Pem-Day Upper School student body, but the Letterman's Club decided on a new way to present the candidates to the student body. In the past the escorts had given a speech on behalf of the candidates. This practice had to be changed because the speeches were taken too lightly and often embarrassed the candidates. Under the new guidelines candidates were introduced to the students by the Letterman's Club President

He then presented a short summary of their qualifications and the vote was taken. Although some did not like the new system, the majority of the students found it an acceptable substitute to the old method

The Letterman's Club, along with Athletic Director Pat White, initiated a Winter Sports Queen program. All Sunset Seniors, excluding the Homecoming Queen, were eligible for the title. The process of nominating the candidates and voting for one of them was done in the same manner as the process of electing the Homecoming Queen

The club, in which all lettermen are automatically members, found that their biggest problem was that the large size of the club limited the amount of close cooperation and unity between the officers and the members. But despite this shortcoming, the club, as Addison stressed, "did its best to end the tradition of doing nothing and start a new, more responsible tradition."



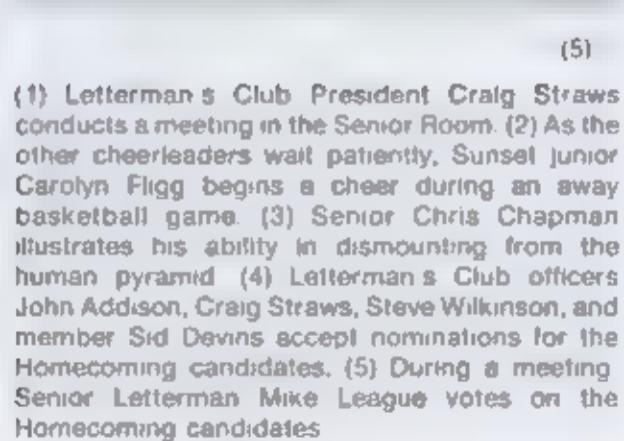
(1)



(2) As the other cheerleaders wait patiently, Sunset junior Carolyn Flegg begins a cheer during an away basketball game. (3) Senior Chris Chapman illustrates his ability in dismounting from the human pyramid. (4) Letterman's Club officers John Addison, Craig Straws, Steve Wilkinson, and member Sid Devins accept nominations for the Homecoming candidates. (5) During a meeting Senior Letterman Mike League votes on the Homecoming candidates



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Alumni, New Procedures Expand Homecoming

Homecoming '78 was something of an experiment, an attempt to establish a new pattern of activities that would attract not only more alumni, but a wider range of alumni as well. It was for this reason that Homecoming was moved from a one-evening party to a two-day series of events.

Alumni activities for the first day included a welcoming party at Kingman House and early round matches of the First Annual Alumni Tennis Tournament. On schedule for the next day were the finals of the tennis tournament, a picnic lunch, dinner, and a dance. These activities were headed by Chairman Ken Lawrence, Class of '69.

Instead of the normal Friday evening Homecoming football game, a Saturday game was played against Codasco. The football contest was preceded by a varsity soccer game versus St. John's.

The selection of the Homecoming queen candidates was once again handled by the Letterman's Club. The six Sunset seniors nominated were Betsy Hamilton, Kim Kline, Melanie

Robb, Terri Sue Walters, Lori Wilbur, and Wynne Wurster. Unlike in the past, each candidate was presented to the Upper School students by Letterman's Club president, Craig Straws. Students then voted on their choice for queen.

During halftime of the football game, the winner was announced. Terri Sue Walters was the 1978 Homecoming queen. Terri Sue is an active horsewoman, having won first place in both U.S. and Canadian National Equestrian events. These events were open to all girls 18 and under. For her accomplishments Terri Sue was cited in *Sports Illustrated's* "Faces in the Crowd" section.

Terri Sue commented on her victory, "I really think that Penn-Dale students should take pride in their queen, and base their votes on how they feel about a particular candidate as a person. It was for this reason that I was extremely excited and honored to have been chosen."

Melanie Robb and Kim Kline both felt that the election of the queen was taken more seriously than in the past. Candidates generally felt honored to

have been nominated and glad to have been a part of Homecoming. "The changes that the Letterman's Club passed," remarked Betsy Hamilton, "made a more positive outlook on the whole procedure of electing a queen."

Homecoming '78 was summed up by Director of Development, Tom Mulligan, "Although no single event attracted quite the numbers we had hoped for, it did seem clear that the number of different alumni who participated in one or more events of the weekend far exceeded the number of alumni who formerly attended the single-event Homecoming. Whether or not we continue with this new pattern, or modify it in some way, remains to be seen. What was clear was that some of the things we did were well received and suggested that with more and better promotion and some adjustments of schedule, the weekend Homecoming could well grow into a fine tradition. A tradition that would attract large numbers of alumni from Kansas City and throughout the country."

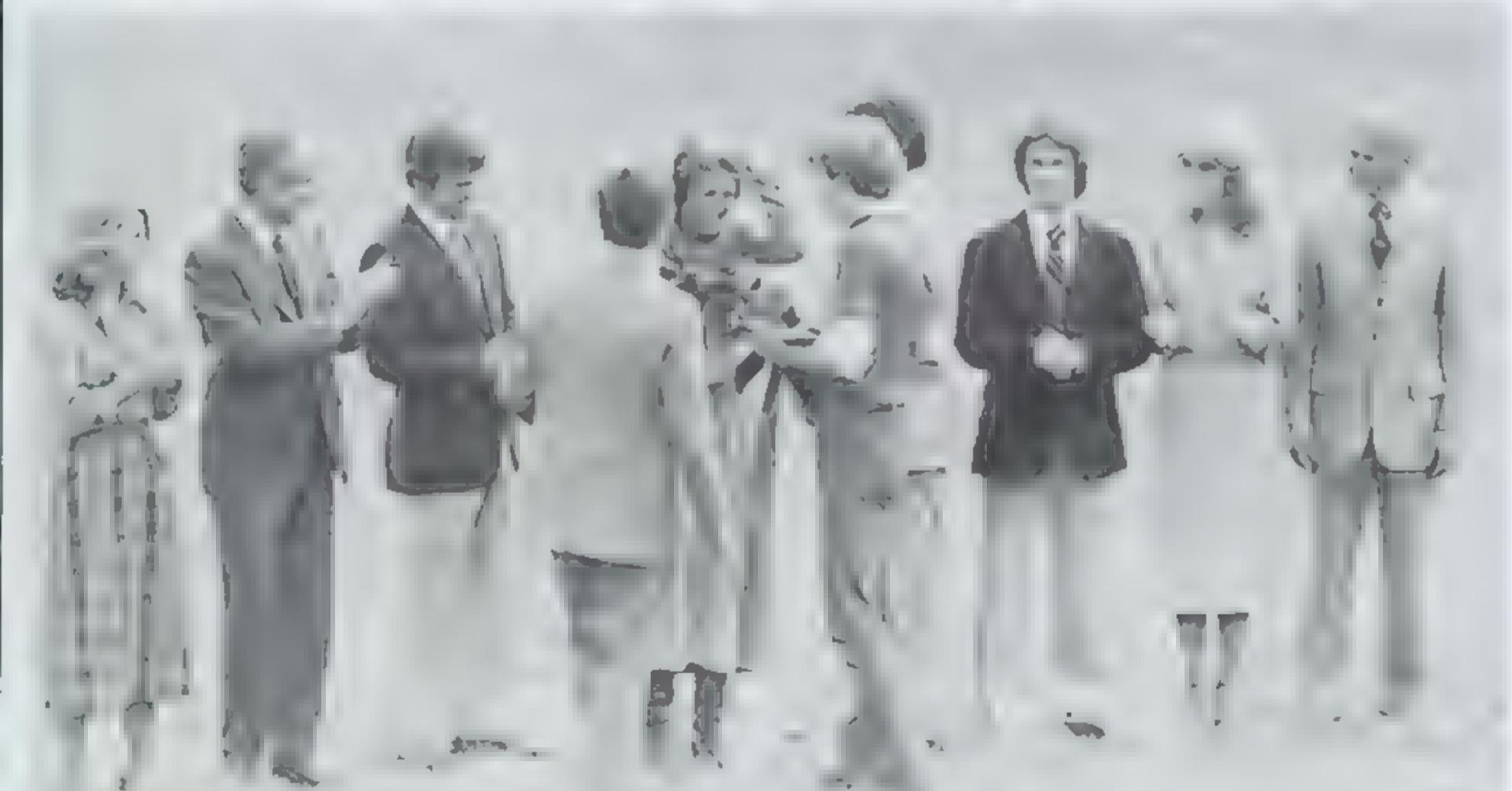
(1) Senior Greg Crocker (#8), releases the ball just before being hit by a Codasco defender. (2) Terri Sue Walters, surrounded by her court, smiles while Chris Chapman awards her the customary roses (3) Posing with 1978 queen, Terri Sue Walters, is her father Mr Max Walters and Jeff Reed. (4) At top a pyramid Senior Chris Chapman leads a cheer.



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Alumni Activities Expanded

The Alumni Committee, along with other alumni, were unusually busy this year with several different activities. These activities ranged from the annual alumni golf tournament to various get-togethers related to Homecoming. Positive responses and involvement from the alumni helped to promote these activities.

The biggest change in the alumni activities was the scheduling of numerous parties and gatherings during the Homecoming weekend. The day before Homecoming, the Alumni Committee gave a welcoming party for arriving alums. The next morning, the finals of an alumni tennis tournament took place. When the tennis tournament was completed, a tail-gate picnic was held prior to the Homecoming football game. That night all alumni were invited to a cocktail party, and a dinner dance, where outstanding alumni were honored at an awards ceremony.

Homecoming was but one of many occasions when the alumni had the opportunity to come together. The third annual golf tournament, in which the alumni gather and compete at a local country club, was held. During the Christmas holidays, the Pierson Building was opened and refreshments were served, giving younger alumni a chance to gather and use the

facilities of the building. The Alumni Committee also had a travel program where they organized an annual trip to a fun and interesting area of the world.

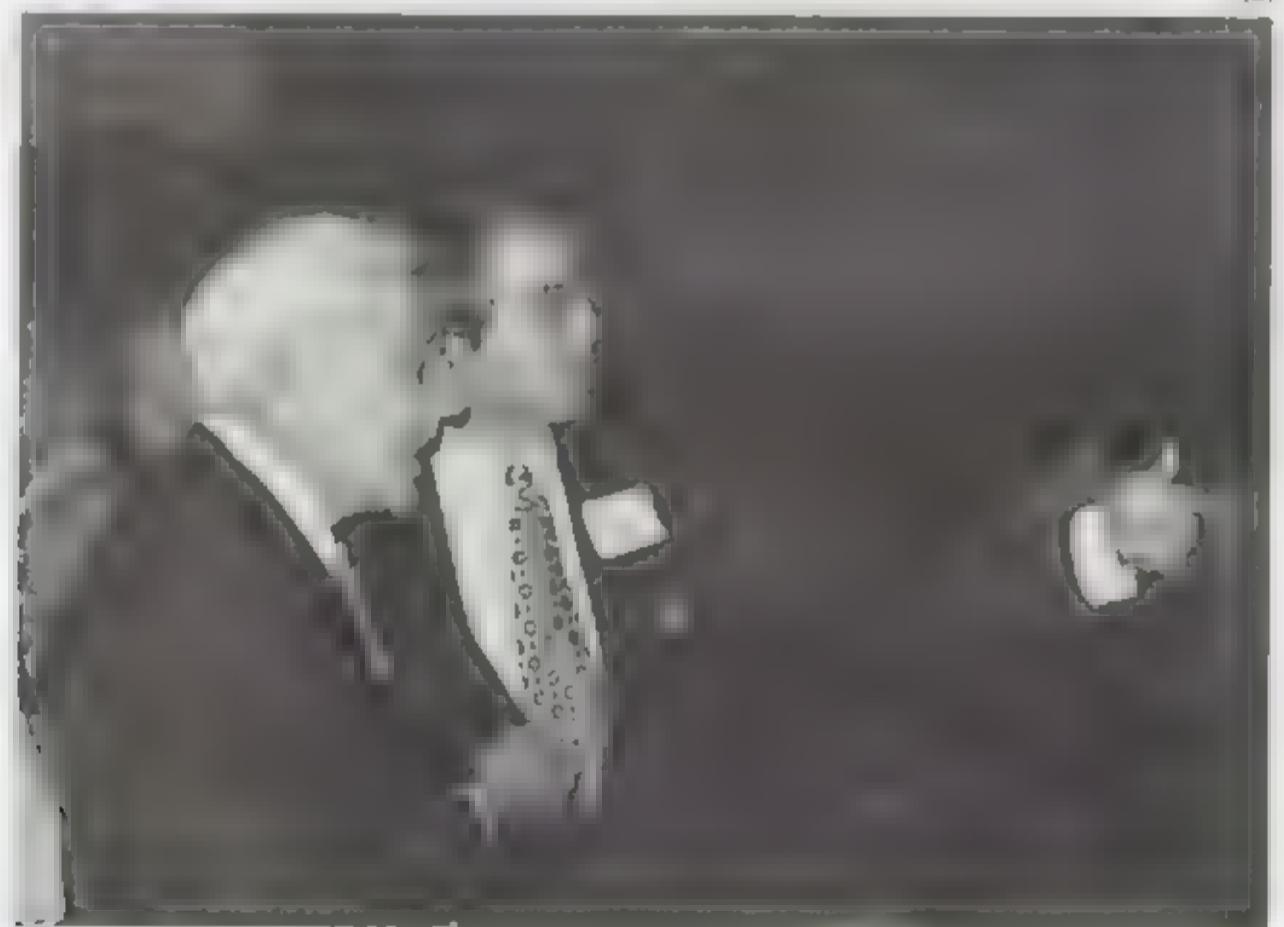
Class reunions were an important part of being an alumnus. Reunions were held for the class of '69 celebrating their 10th anniversary and for the class of '54 celebrating their 25th anniversary. The Alumni Committee put together a book on "how-to" plan a class reunion. With this as an aid, members of the classes holding their reunions were able to organize the event more efficiently.

The most important activity that the alumni were involved in was the alumni annual giving. There were many increased efforts on the part of the Alumni Committees to raise more money for the school. One of these efforts was the telethon, in which seven phones were used by the various alumni to call old classmates seeking donations. As a result of the increased effort, the Annual Giving has nearly doubled in the past 5 years, bringing in nearly \$50,000 per year.

This money was essential to the operating budget of the school. Without it tuition would have had to be increased. From the alumni events and annual giving, it is apparent that alumni played a much greater role in the Pem-Day community.



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(1) Hill Hughea and partner Grafton Potter battle Dr. Robert Menees and George Barton in the finals of the alumni tennis tournament (2) Retired Pem-Day teacher Gil Reynolds discusses the Pem-Day of today with Alumni Association President Skip Nottburg (3) After the tailgate picnic, which took place prior to the Homecoming football game, Lee Smith pauses to enjoy a beer. (4) Mr. and Mrs. Bill Mantz engage in some after dinner conversation with Dan and Ann League. (5) Alumni Merit Award winner Paul Sittenfeld and his mother take part in the alumni cocktail party



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Mini Courses Expand Learning Horizons

Where else, other than Mini-Courses, could someone learn how to break an arm in one class, and then learn how to fix it in the next? Karate and First Aid were just two of the many courses offered to Penn-Day and Sunset students during the Mini-Course program "The Jan Plan," as it was called, provided a welcome break from schoolwork, but it also had certain values and goals. The goals, as stated by the administration, were to introduce students to areas of study not encompassed within the curriculum, to provide academic enrichment for which students would be held accountable; to provide students an opportunity to study topics within the curriculum in greater depth, or to reinforce basic skills; to expose students to alternative models of learning; and to promote coordination and the socialization which ensues.

The Mini-Course program came under fire due to some of the less-than-academic courses which were offered. Parents and faculty speculated as to whether or not such courses as bread-baking or breakfast would be academically enriching. There were, however, many very useful courses, such as public speaking and computer programming.

Perhaps the most valuable program a student could have been involved in was the Independent Study Program. Through this program, a student would design an individual project that he would do during the two week period. He would then fill out a form explaining why he thought he should be allowed to do this certain project. These forms were then read and evaluated by a committee led by Craig Maughan, director of the Independent Study Program. Projects ranged from shadowing a doctor to building a dark room.

Not surprisingly, the students had only good things to say about the Mini-Course program. Junior Mike Doering stated, "Mini-Courses were generally beneficial, although there were some useless courses. Some of the courses were very interesting and worthwhile." Another Junior, Chan McCray remarked, "They were a great help to me. I felt that I had the chance to learn things that I would not have learned in the normal curriculum." Senior Steve Wilkinson asserted, "The idea of a Mini-Course program is a good one, but unfortunately the actual courses leave something to be desired. On the other hand, Inde-

dent Study is great!" Of course it was expected that the students would protect their "vested interest." Who wouldn't enjoy two weeks of the school-year without large amounts of homework every night?

The Administration, however, was not quite so complimentary to the courses. Upper School Principal Marvin Van Leeuwen expressed mixed feelings about the Mini-Course program. "The Independent Study program is very beneficial. The students who get involved in it usually have a valuable experience. Then we have Mini-Courses. I would guess that 60-70% of the students in the Mini-Course program are in it only to have a good time. Most of those students simply don't want to do the work required." Commenting on the future of Mini-Courses, Mr. Van Leeuwen asserted, "I see either a major overhaul of the Mini-Courses or, unfortunately, the termination of the program. This would be unfortunate for both the students who beneficially used the Mini-Course program and the Independent Study students." Whatever the fate of Mini-Courses, they were a highly appreciated commodity by the students.

(1)From this tiny vise an excellent imitation of a fly can be made (2)Junior Howard Simon plays chess with Senior Bill Beck while John Butcher excitedly ye is, "Check mate (3)Working in the First Grade classroom Gordie Hamilton grades an English assignment. (4)First Aid Instructor Bob Hicks demonstrates bandaging technique on an injured Mike Cross (5)Sophomore Clayton Marsh works with Lower Schoolers on math



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Make Me an Offer, I Can't Refuse

For the twenty-seventh consecutive year, the Pem-Day Clothesline Sale was held for the purpose of raising funds for the school. Under the direction of Mrs. Neil Pouppirt, chairwoman, and her assistant, Mrs. Don Boring, the sale turned out to be extremely successful. Mrs. Pouppirt attributed the success to the large number of dedicated volunteers. "All the ladies and men worked long, hard hours and their efforts are deeply appreciated."

The volunteers started receiving donations on February 22. Mrs. Pouppirt noted that although they had a good amount of material, they would have liked to have had more donations. The sale was opened only to faculty members on February 27, and then to parents, students, and donors the following day. The Clothesline Sale was open to the general public on March 1, 2, 3, the final day was an elongated half-price day.

The main departments of the sale were clothing, antiques, paper, housewares, and a new department called the boutique section, for higher quality clothing. Similar to the previous year, the quality and quantity of these departments increased, helping the sale. Another factor benefitting the sale was that more donors were asking for less commission items, and more tax deductions. This gave a greater

percentage of the gross profit over to net profit.

The Clothesline Sale was characterized by a variety of goods in each section. Merchandise ranged from rare furs and \$500 gold watches, to worn jeans and ping-pong balls. When asked how much for the boat on sale, Mrs. Pouppirt answered, "Make an offer." Although not all of the variety of merchandise was sold, the remaining items were donated to the Salvation Army.

In order to recognize a few hard working volunteers, a roast was held in their honor. This year the roastees were Mary Ann Hendren and Lucille Tutera. Both women had spent a number of years of hard work on the sale. Another exciting event was the presence of Tony Dow, Wally on "Leave It to Beaver," at the sale. It's said that he was looking for swell deals on clothing.

Mrs. John Johntz, head of the jewelry department, commented, "Jackie Pouppirt did an exceptionally smooth job running the sale." Mrs. Pouppirt didn't take all the credit for the success of the sale. She asserted, "Every volunteer worked hard. The Pem-Day community gave us a great deal of support." Although it is a long way off, Clothesline is already thinking about next year's sale, when Mrs. Don Boring will take over the position of chairwoman.

(1) "I thought I'd never find one that fits!" says elated Sunset Senior K.M. Kline as one more person discovers the magic of Clothesline. (2) Sophomore John Ingraham flips through some old books. (3) Freshmen Marion Moore and Jon Vitti and Junior Burl League examine a Clothesline trinket. (4) One of Pem-Day's finest takes time out for some food. (5) Senior Sean McClanahan and Junior Jack Letts decide what to select from the Cook Shack gourmet menu. (6) "But no penny loafers!" exclaims Sophomore Kevin Emery as he looks over the racks of shoes at the Clothesline Sale.

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faculty and administrators provided the school with the necessary leadership for both academics and athletics. The faculty members took a genuine interest in the

Design for Teaching

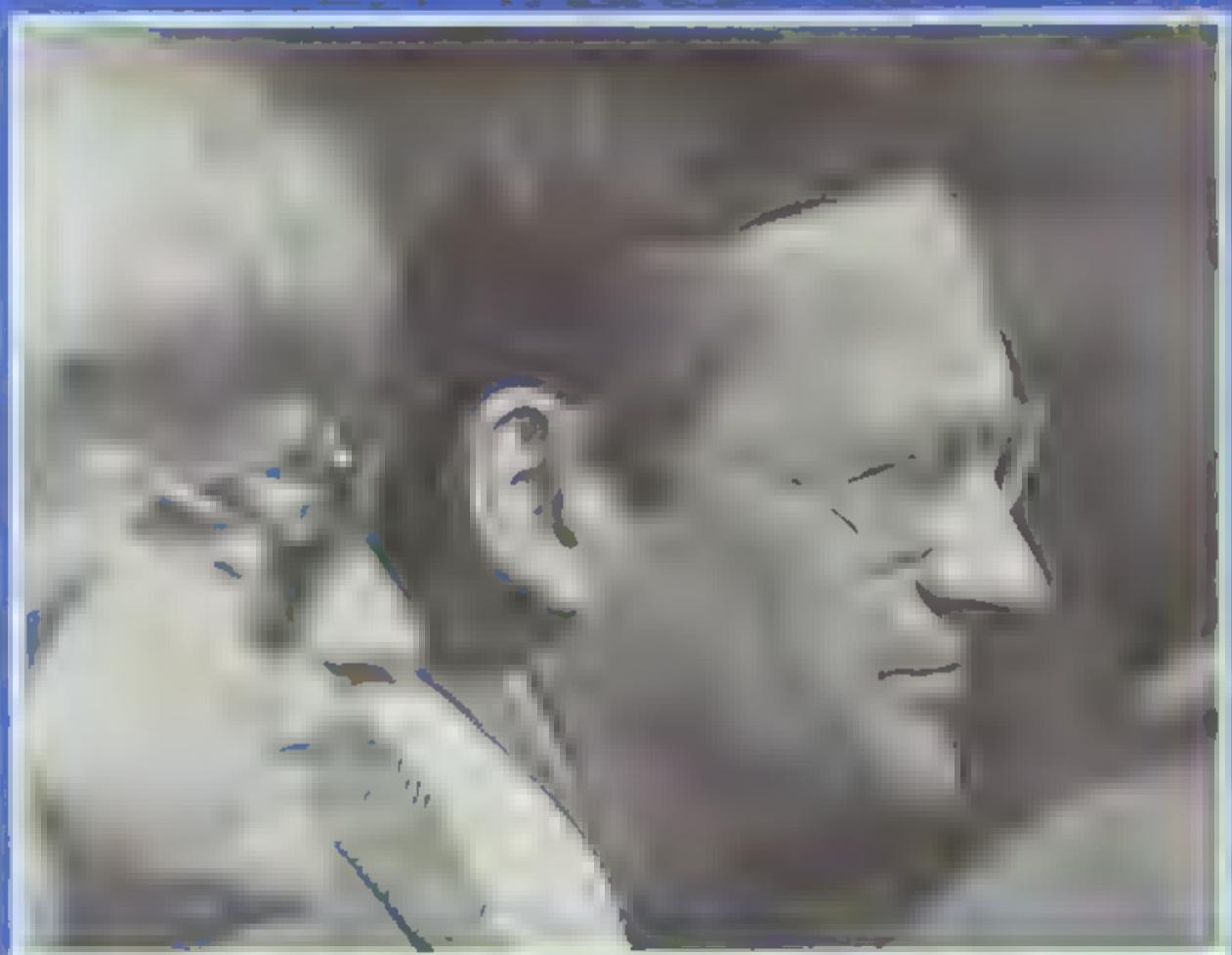
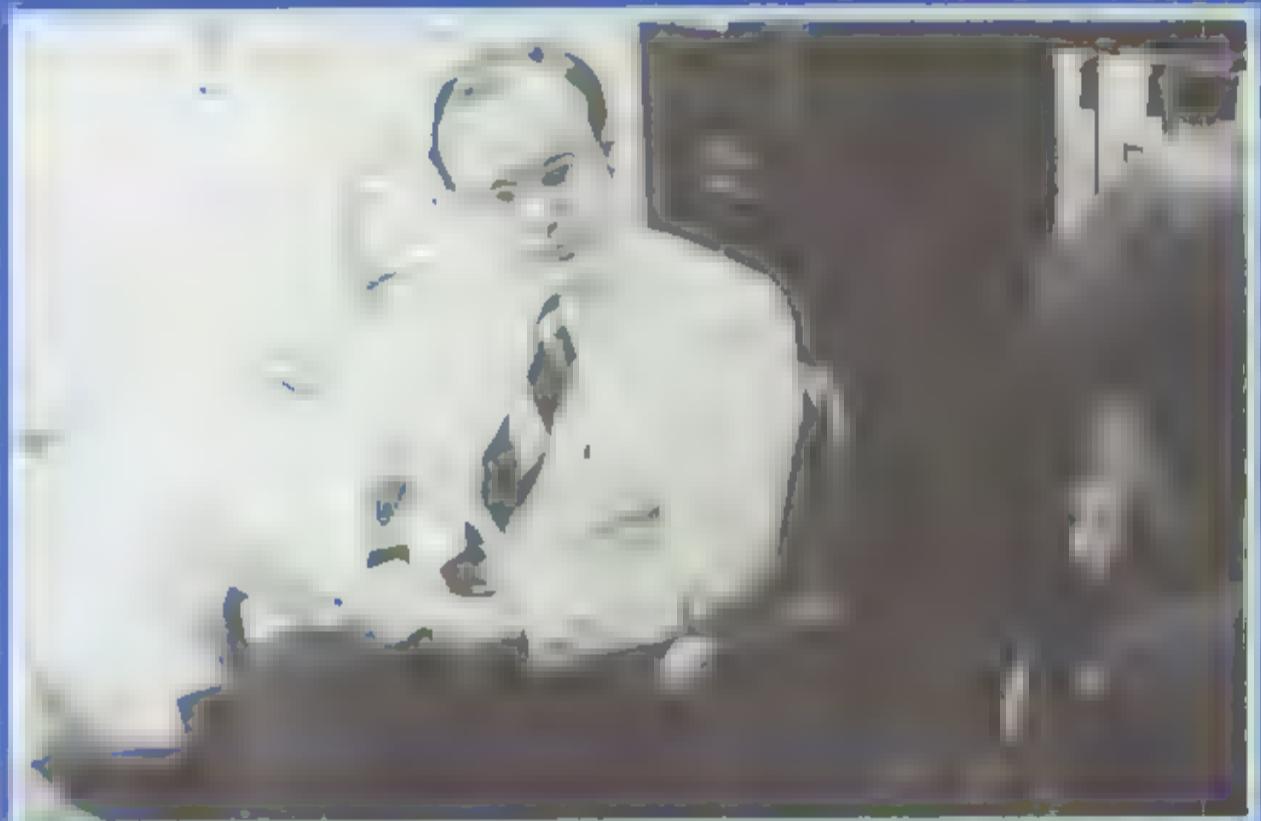
What is the first requirement in order to have a quality learning institution? Of course the answer is competent faculty and administration.

But Pem-Day had more than just a knowledgeable and energetic group of faculty. Pem-Day also had more than its share of teachers who enjoyed their work.

Headmaster Roger Boocock, who oversaw Principals Marvin Van Leeuwen in the Upper School, Tony Strub in the Middle School, and Barry White in the Lower School, was quite satisfied by the way the school was being run. As Boocock pointed out, "All of the faculty and administrators did such a fine job that we had very few problems in the school."

Maintaining, with a few exceptions, the same group of faculty/administrators were able to focus their attention on things other than hiring and breaking in new teachers. Remaining faculty members were able to improve and perfect their individual courses. Of particular note in this category were Carl Schuknecht, Greg Vogt, and Barry White. Each of these faculty members received a grant from the school to study and gather materials pertinent and helpful to them as teachers. The faculty and administration's dedication to the task of teaching students has given Pem-Day the well deserved reputation of being a quality learning institution.

1) Mr. Carl Schuknecht discusses the strengths and weaknesses of a student's history paper. 2) Listening to a student's response to a question, Ed Quigley ponders his next move. 3) Roger Boocock and Sylvia Becker enjoy a Varsity soccer game at Kroh Campus.





Board Handles Work Load

Have you ever wondered who was at the top rung on the executive ladder at Pem-Day? Was it Mr. Boocock or Mr. Van Leeuwen? No. It was the Board of Trustees.

The Board of Trustees was a board consisting of 15 members who were elected every three years to serve a three year term on the Board. Under the leadership of Chairman Jack Hickok, Vice-President Kent Whitacker, Treasurer Phil Starr, and Secretary George Holden, the Board of Trustees functioned primarily as a policy setting committee. Along with this task, the Board was responsible for hiring the headmaster, seeing that the school was being managed correctly, and organizing Pem-Day's financial budget.

In order to better accomplish these tasks, the Board was subdivided into a number of committees consisting of selected members from the Board.

The Board had an unusually heavy load to bear this year. The Board took on two large and demanding projects. One of which was the proposed building project. The new Hilltop Center, renovation of Ashley Hall, adding on to the Lower School, and expanding the Upper School into the present Multi-purpose area, were all parts of the building plans. The second major undertaking was the proposed doubling of the present endowment from one million to two million dollars. This substantial increase would give Pem Day a little bit of extra income in the coming years.

When asked about the future of Pem Day, Board Chairman Jack Hickok commented, "I think the outlook for Pem Day is very bright. Pem-Day has a unique position in secondary education in Kansas City. It has an exceptional faculty and an intelligent and stimulating student body. All of which lead up to a very promising future for Pem Day."

Besides the 15 board members the monthly Board meetings at Kingman House were attended by two faculty representatives, Roger Boocock and Elmer White, and one student representative, Len Jurden. The student and faculty representatives were allowed to attend the meetings and voice their opinions on each issue but were not able to vote.



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(1)Phil Starr and Kent Whittaker discuss an issue before the board acts on it (2)Barnett Helzberg checks out the new Pem-Day brochure (3)Reading the agenda for a meeting Mrs. Betty Young organizes her thoughts (4)Richard Davis reads the new Pem-Day brochure (5)Along with Tom Mulligan Chairman of the Board of Trustees Jack Hickok marshals his thoughts on an issue



Roger Boocock



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Boocock Sees Bright Future

Roger Boocock, headmaster at Pem-Day since the 1972-73 school year, was one of the busiest people in the Pem-Day community. He presided over Pem-Day as both the educational and operational leader - the two basic functions of a headmaster. He was also one of three college counselors available to Seniors.

According to Boocock, there were two administrative changes this year, first, the addition of Al Barton to the Development office and second, the appointment of Craig Maughan to the position of assistant principal in the Upper School. Maughan worked closely with the Freshmen and Sophomores. As Roger Boocock stated, "He eased Mr Van Leeuwen's work load considerably."

In November, Boocock was elected chairman of the Board of Directors of the Independent Schools Association of the Central States. "ISACS is an accrediting agency for private schools," Boocock explained. "There are about 130 schools involved, and my job was comparable to that of the president of Pem-Day's Board of Trustees."

Besides working with the present day situations and problems facing the

school, Boocock also focused on two future plans, the new building project and the renovation of Ashley Hall. "The new building will free a lot of space," Boocock pointed out. "Although the construction date has not been decided, we hope to begin before the end of summer. As for Ashley Hall, we are planning to do the entire renovation job this summer." Other changes that Boocock would like to see in future years were the continued refinement of the Upper School English elective program, a computer for the math and science departments, and possibly another foreign language added to the curriculum.

This was the sixth year that Roger Boocock had seen new classes come to the school and older ones graduate. "In general," stated Boocock, "I was very pleased, especially with the maturity and leadership shown by the Senior class. I thought the year went very well." Boocock also attributed the smoothness of the school year to the very small turnover in the faculty. As Roger Boocock stressed, "I think that Pem-Day is moving forward, and I can see only a bright future for the school."

(1) Headmaster Roger Boocock attentively watches a recent Pem-day basketball game (2) Roger Boocock, substitute soccer coach, gives the J V soccer team an added incentive against Barstow (3) Roger Boocock surveys the school grounds for future construction plans (4) Upper School math teacher Eddie Schoonover and Headmaster Roger Boocock discuss financial matters concerning the bookstore. (5) Roger Boocock enjoys a very pleasant weekday afternoon on the Pem-Day campus



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Multiple Responsibilities

Associate Headmaster, Dean of Students, and physics teacher, Kevin Madden entered into his thirty-fourth year of service for Pem-Day

Madden started at Pem-Day in 1940 but left in 1942 to serve in the Air Force for three years before returning to Pem-Day. He, again, left school in 1948 in order to obtain his graduate degree in science. Since then he has served uninterrupted at Pem-Day

Mr. Madden had three different positions, each with their own responsibilities. As Associate Headmaster, Madden, served as the headmaster when Mr. Boocock was away, and as an advisor to Mr. Boocock for certain issues concerning graduation requirements and curriculum changes. The Dean of Student's duties included supervision of all Upper Schooler's graduation requirements and the position of college advisor to almost

60% of each graduating class. His capacities as physics teacher were the instruction of two classes a day and spending much more time throughout the day tutoring confused physics students

The most time consuming of his jobs was that of college advisor. Beginning in March he met with all the juniors who were to be his advisees in the upcoming year. The following fall were the parent-student conferences and the advisor reports. This entailed much work

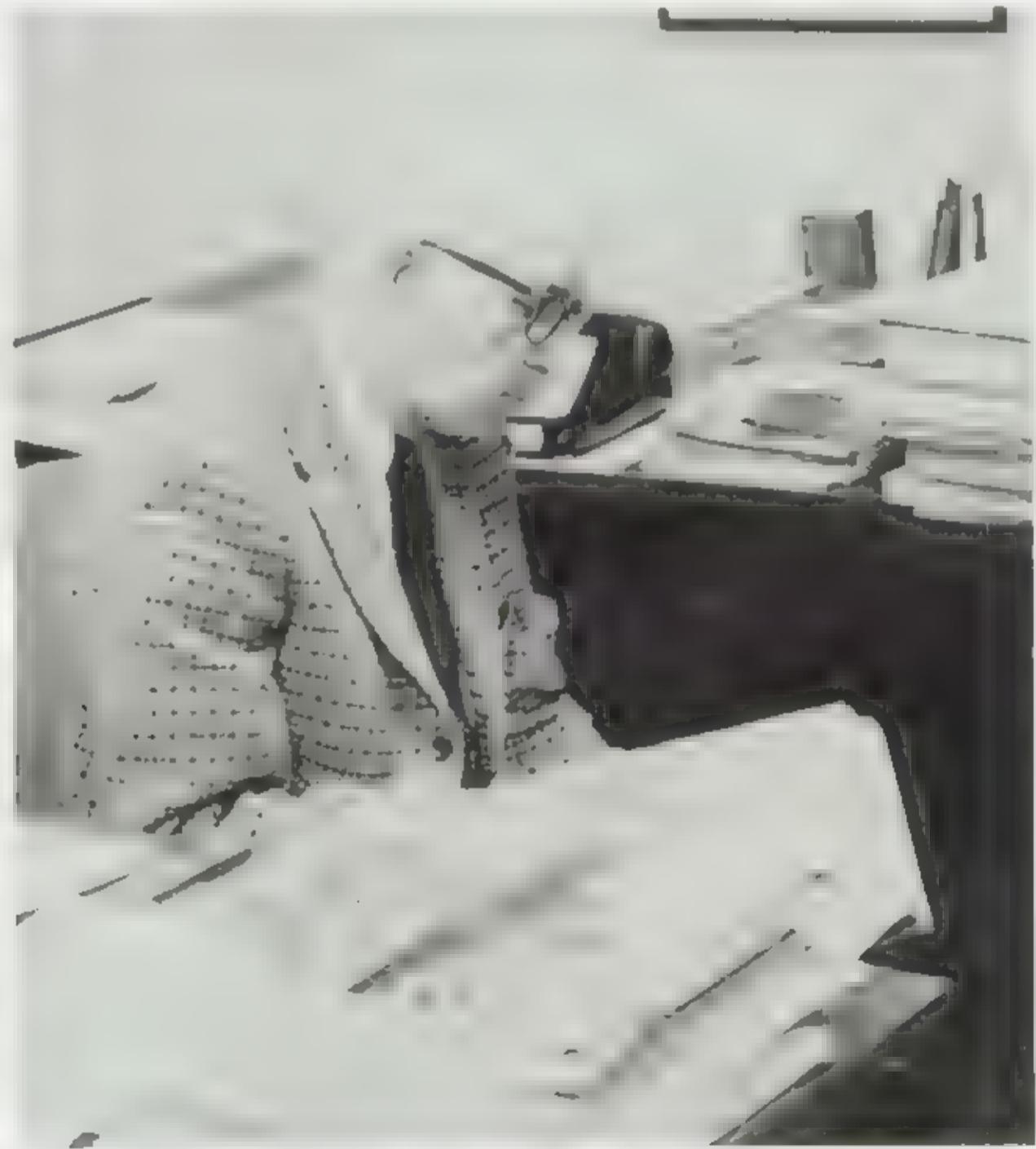
Madden felt that much of this wouldn't have been possible without the move of his office and Mrs Helmstetter's office downstairs from White Hall. "It allows us to be close to the students. Getting a student to come up to my old office used to be difficult. Now they stream in and out of our office at will."



Kevin Madden



(3)



(2)



C. B. Lueck

Stability Clear

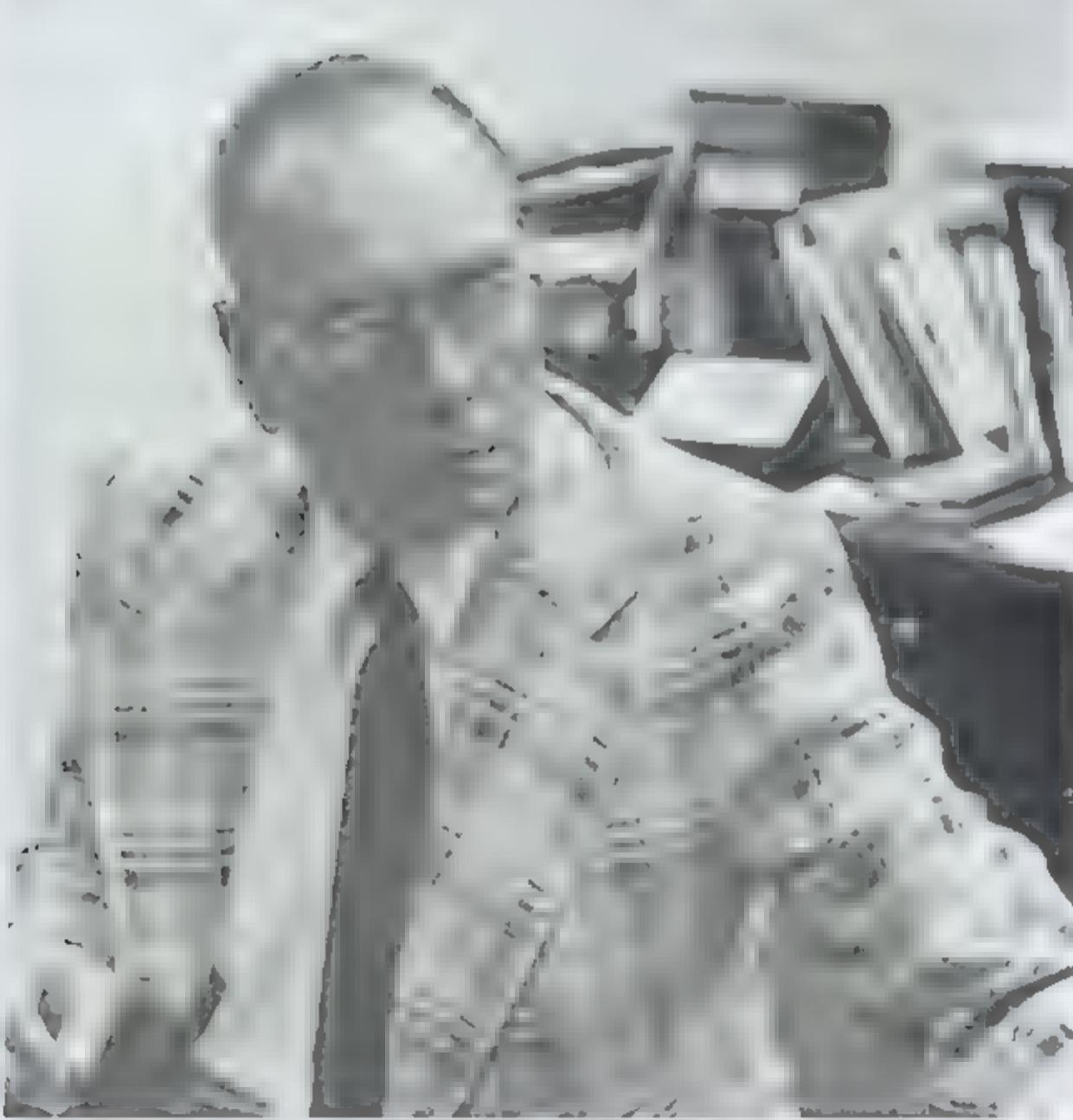
Pem-Day, for the past sixteen years, has been financially stable and secure. This fact, to a large extent, can be attributed to C. B. Lueck, alias "Cash Box" Lueck.

In his sixteenth year as Business Manager and Assistant Headmaster in charge of financial planning, Lueck had a great deal of responsibility. Mr. Lueck's duties included handling accounting, supervising both the maintenance and commissary staffs, and dealing with all of the monetary transactions for Pem-Day.

Although he was not an obvious part of the school to most students, he was one of the most important cogs in maintaining the smooth running efficiency of Pem-Day. Mr. Lueck developed the budget for the school, and in general made sure that Pem-Day was run according to that budget. Some problems arose due to the funding of the new Hilltop Center, but, because of Lueck's efforts, none of these problems were evident in the everyday running of the school.

As Lueck stated, "I don't feel that I need to be a noticeable part of the school. I just try to do my job the best that I can. This year we had very stable and smooth financial affairs."

(1)C. B. Lueck ponders a financial decision
(2)Dean of Students Kevin Madden reaches for a student's records (3)Kevin Madden, in his role as teacher, stresses one of the laws of physics. (4)Business Manager C. B. Lueck makes sure that Pem-Day is run according to the budget.



Growth, Change Spells Success

Every year the Development Office has three basic duties, all areas of fund raising, the entire alumni program, and internal and external communications. The only difference this year for Director Tom Mulligan and Assistant Al Barton, was that more attention had to be focused on the capital fund drive for new buildings, remodeling, and endowment.

This was the first full year on the job for Al Barton. Barton explaining his duties at Pem-Day, commented, "I gather and send out information for the Headmaster's and the Parent's newsletter, as well as taking photographs for the *Pem-Day People* newspaper. While I handled the public relations work and backed up Mr. Mulligan in all other areas, Tom concentrated on the capital fund drive."

The annual giving came from a broader list of sources. Not only were the parents approached, but also past parents, foundations, corporations,

friends and alumni.

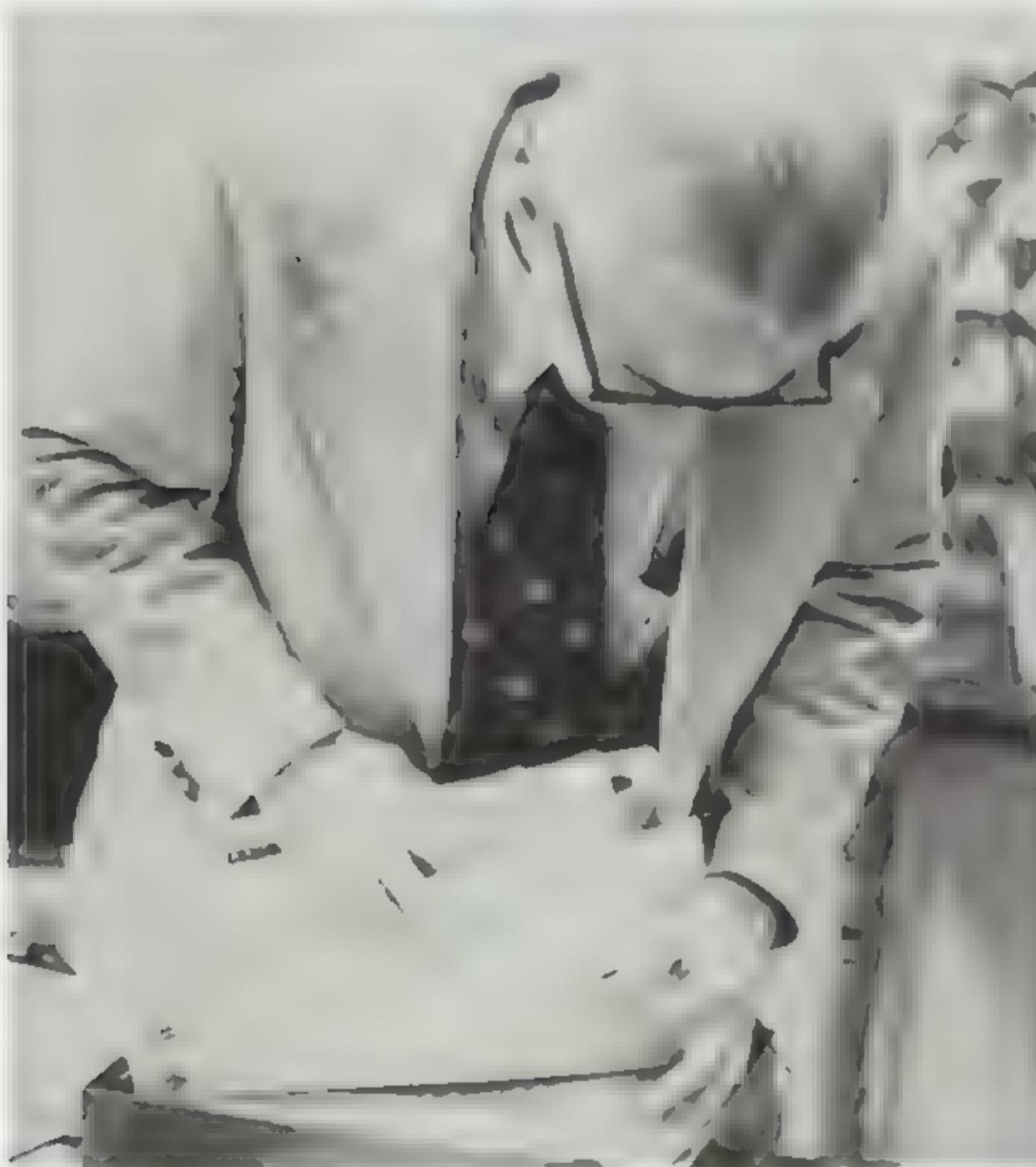
During the past year Homecoming was expanded to an entire weekend. Although no one activity had an unusually large turnout, more alumni did get involved in the different activities over the course of the weekend.

As Mulligan pointed out, "Giving the alumni some organized activities is an important part of our job."

Recapping the course of the year, Mulligan stated, "This has been an extraordinarily busy year due to the additional effort to secure \$3.8 million for buildings, remodeling, and endowment, plus an expanded annual giving program and an increase in alumni activities. Nevertheless, all of these are important and each has a positive effect on the school. We had hundreds of volunteers who helped in all of these areas, and there is no doubt that the year was a success."



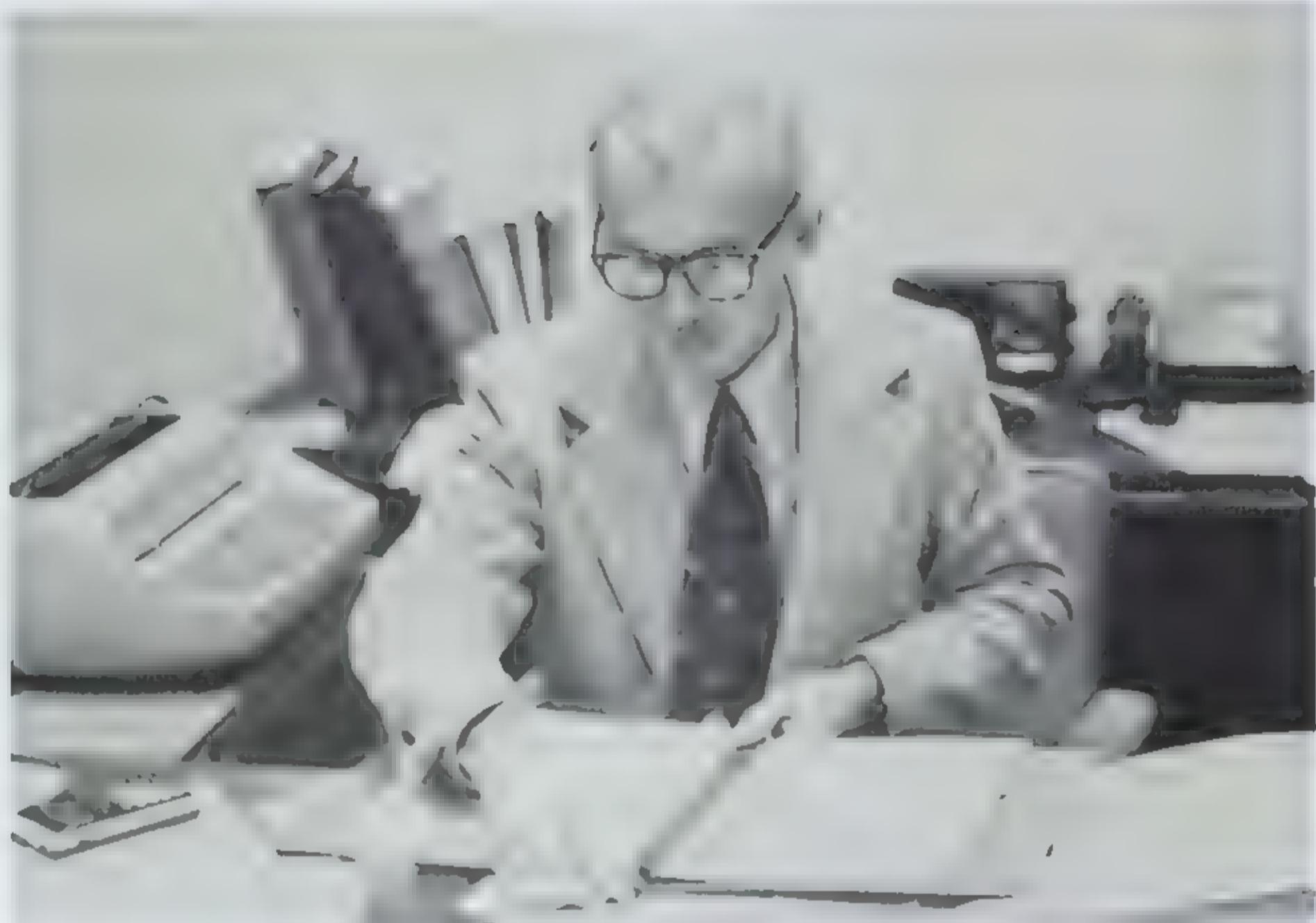
Tom Mulligan



(3)



(2)



(4)



(1)

(1) Using the hunt and peck method, Al Barton works on fund-raising activities. (2) Assistant Director of Development Al Barton takes a break from a heavy workload involving "Pem-Day People." (3) Thumbing through various documents, Tom Mulligan reaches for specific alumni correspondence. (4) Tom Mulligan toils with one of his many responsibilities as Pem-Day Director of Development

508, A Workable Number



James Ryan

For the past three years, Jim Ryan has assumed the role as Director of Admissions at Pem-Day. His job at Pem-Day keeps him working through twelve months out of the year, in addition to being a seventh grade History teacher.

As the Director of Admissions, Ryan is strictly in charge of admitting students. Ryan is the first person that interested parents meet with concerning admission. He set up personal interviews with the students themselves and administered an admission test to each interested student. The test consists of two informative tests to measure a student's potential ability and two achievement tests, one in English and one in Math. These tests measure what the student has already learned in his education.

Ryan felt that the most important way of encouraging a student to come to Pem-Day was simply by giving him the opportunity to visit the school.

"He can see the facilities available on campus, meet and talk with presently enrolled students, attend a day of academic classes, and see what a day of school is really like in progress."

Open Houses were also valuable in encouraging students to come to Pem-Day. The Administration held two, one in December and one in early June. Open Houses gave Mr. Ryan the chance to introduce interested people to the school. Many of the students' and parents got the opportunity to meet with members of the teaching staff.

The 1978-79 enrollment at Pem-Day was 508 students, 237 of them were in the Upper School. The enrollment was down from an all time high of 516 students a year ago. "In the last three years since I became Director of Admissions, the enrollment has increased every year, although it is eight students less than the level last year, we still have a very workable number of students in the school."

As Director of Admissions, Jim Ryan stated, "Even though my job is constant work throughout the year, I enjoy it very much. Meeting new parents and students is very beneficial."

Our school has a tremendous reputation at all levels throughout the country, and I see no major problems in the future in encouraging students to attend Pem-Day."



(1)

(1) Relaxing with the sports page, Jim Ryan takes a break from a hectic day (2) Jim Ryan checks his schedule for the upcoming day



(2)

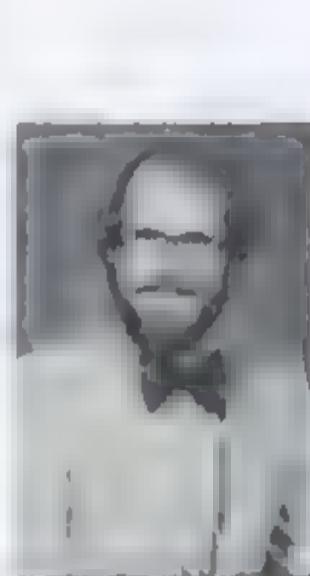
"Wholistic" Education Important

"The first and most important purpose of the Lower School is to give a 'wholistic' education. Our faculty is aware of each child's total needs and attempts to give him an overall education," commented Lower School Principal and Science teacher Barry White.

Barry White, as principal, was responsible for overseeing all areas of Lower School life. Along with the responsibilities of being principal, White also found the time to discuss problems with troubled parents and students. As White observed, "We expanded the scope of the curriculum for third, fourth and fifth grades by adding a French program. The program succeeded beyond all expectations and I'm very

pleased. Overall I'd say that we had a very good year." Even though White was in his eleventh year at Pem-Day, and his sixth as Lower School principal, his enjoyment of his job was evident in his attitude "I like being a teacher and experiencing the rewards of one-to-one relationships with the students. That's the best thing about Pem-Day — administrators can still be teachers."

With the constant changing of theories about education, White was often frustrated by difficult decisions regarding teaching methods, not to mention being bothered by the economic needs of teachers. With these frustrations, what kept Barry White coming back for more? "Well, I guess I just love the kids."



Barry White



(1)



(2)

(1) Keeping abreast of current Pem-Day affairs
Barry White reads a newsletter in his office (2)
Barry White checks attendance in one of his science classes

Barry White
Lottie Dietrick
Carol Crosswhite

L. S. Faculty



Communication Keys Success

"A closely knit unit" was the way Lower School Principal Barry White described the Lower School Faculty. White attributed this to the fact that the faculty met every two weeks throughout the year to discuss educational ideas. In addition to the bi-monthly conferences, each faculty member was required to attend at least one outside conference where the teachers shared ideas and discussed important topics. Through their meetings the faculty tried to learn and incorporate the best teaching methods.

Faculty members did more than just discuss teaching methods. They also liked to meet to discuss topics that may not have related to school at the moment, but were interesting to

them. In this way they could discuss their feelings and attitudes without having to stay on a particular topic or make a major decision.

The Lower School faculty had a very wide background and varied interests. There were avid skiers, horseback riders, musicians, and gourmet cooks, along with people with other interests working together. Principal White felt that this helped to create an interesting environment for learning. He commented, "The broad interests of the faculty members made them more effective and also supported faculty morale. I felt that this helped them keep interest in their jobs. They did a great job this year."





Dennis All
Virginia Fortner
Carol Frantz
Carolyn Taylor
Carole Mehl



Linda Gesin
Mary Nash Werner
David Silverforb
Carol Robb
Evah Warford



(3)

(1) Fifth Grade teacher Dennis All writes the daily lessons on the board. (2) Mary Nash Werner listens to a guest speaker along with part of her class. (3) After listening to a problem that Michael Lee needs help on, Virginia Fortner gives him some advice

Strub Active and Interested

Challenging and demanding, was how Middle School Principal Tony Strub described his job. "Every day is completely different from the previous day, I am never bored. This job requires too much of me for me to ever lose interest in it," stated Tony Strub.

Strub's primary responsibility as principal was to monitor the academic curriculum and environment of the Middle School. This broke down into two basic parts. The period at the end of the school year and early summer spent evaluating the past year, and the period during the rest of the summer spent preparing for the upcoming year constituted the first part of the responsibility. Dealing with the daily problems of the Middle School from the beginning of school to the end of school is the second part of Tony Strub's job. The daily jobs and problems Strub encountered were varied and numerous. Strub taught Spanish and speech classes along with his duties as principal. A typical day included these classes, supervision of Middle School lunch, implementation of disciplinary action if any were required, and one of

his most time consuming jobs, answering any questions or problems parents may have over the phone.

The disciplinary aspect of his job was the least time consuming. "Rarely do we have more than minor disciplinary problems. Our type of students are just not inclined to do anything except minor classroom disruptions. I feel that this is due to the fact that the students elect to go to Pem-Day, while at the same time Pem-Day selects the students it feels would be best suited to attend here," explained Tony Strub.

One further job Mr. Strub had was to help in the selection of his Middle School faculty. Mr. Strub commented, "I feel that the Middle School has one of the finest faculties of any junior high school in the country. The faculty is very knowledgeable and can work and relate well to the students."

With all of these duties Mr. Strub concluded, "The job of principal is ever changing, and always intriguing. It demands a great deal of time but working with the students has always been and hopefully will continue to be a learning experience."



(3)



(2)



(1)



(1) James Ryan and Tony Strub share a light moment in the midst of their hectic schedules
(2) Tony Strub enjoys a hearty meal in the Pem-Day lunchroom. (3) Relaxing in his office, Mr. Strub plans his day. (4) Craig Maughan ponders the inanities of life. (5) Mr. Maughan works diligently at Mr. Van Leeuwen's desk.

Enjoyment Characterizes Year

Craig Maughan, who took over the responsibilities of assistant principal of the Upper School for the year, was faced with not only daily tasks during the school year but also various summer projects as well. Maughan's main responsibility was to take care of the excess work that Principal Marvin Van Leeuwen was not able to do.

This included dealing with minor disciplinary problems, overseeing the lunchroom, and running the Upper School in the absence of Van Leeuwen. Maughan also ran the independent study program during the mini-course period and provided counseling for the Ninth and Tenth grades. If a student was having problems in school and was unable to see his advisor, Craig Maughan took the time to help them.

During the summer, Maughan and Van Leeuwen were busy putting together schedules and making

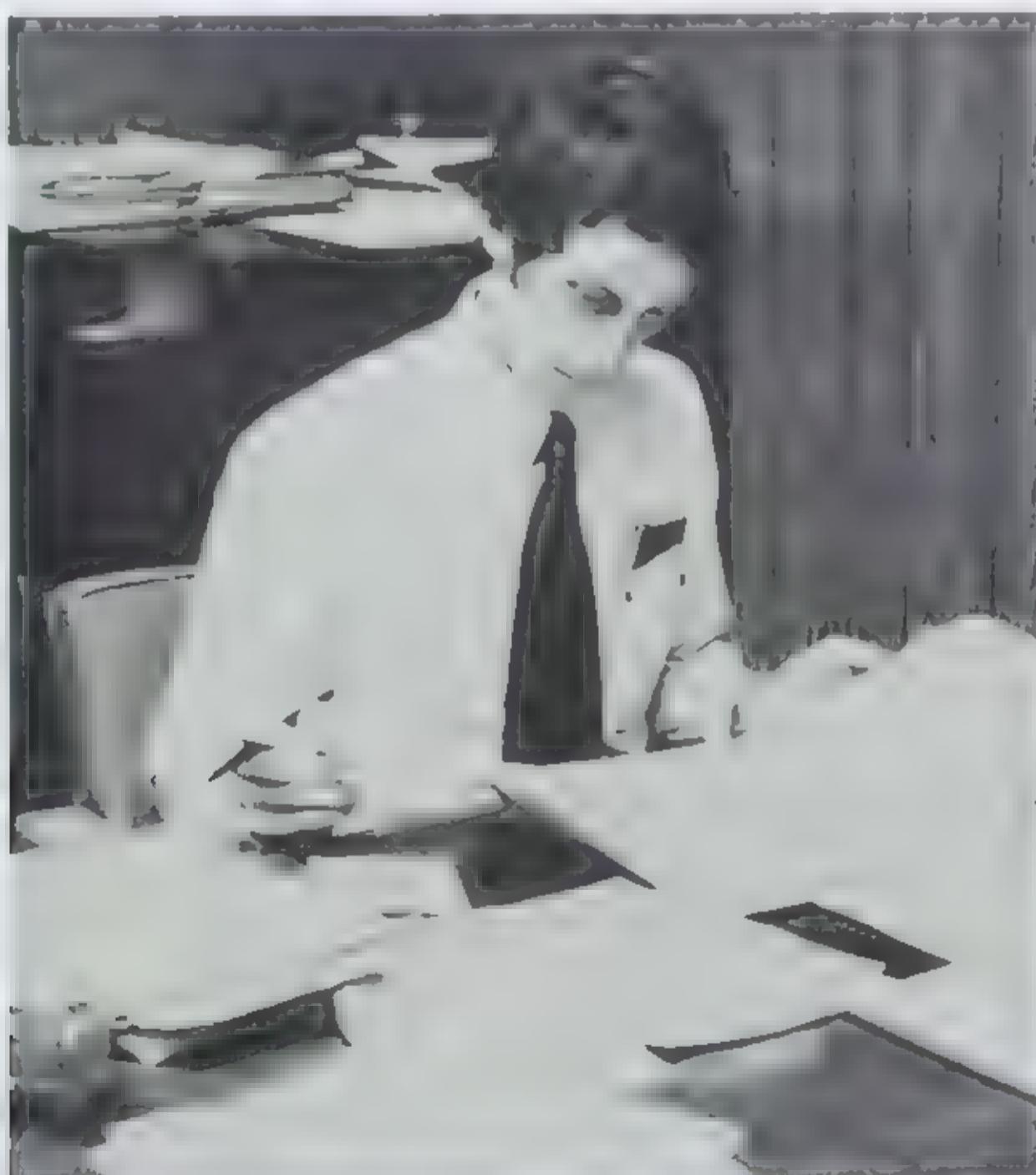
changes for the upcoming school year. Maughan felt that working for the administration all year long was a benefit because it took care of finding summer employment after the regular school year ended.

Although this was Maughan's first year as assistant principal, he did not find any problems in handling the extra work. This was mainly because when a teacher assumed administrative responsibilities his teaching load was reduced. Maughan was no exception, as both his coaching and teaching loads were cut down.

Maughan enjoyed his first year as assistant principal because of the added responsibility. Maughan stated, "I was glad to have the extra responsibility of assistant principal without giving up the teaching aspects of my job."



Craig Maughan



(3)



(2)



Marvin Van Leeuwen



(1)

(1) Marvin Van Leeuwen keeps a lookout for students he wants to see. (2) Speaking on the phone in his office, Van Leeuwen solves one of the many minor problems he faces every day (3) During a hectic day, Marvin Van Leeuwen finds time to talk with John Lovstad



(2)

Marvin Van Leeuwen busy? You bet!

If there was anyone at Pem-Day who understood the meaning of work, it was Marvin Van Leeuwen, the principal of the Upper School and the assistant headmaster.

Van Leeuwen graduated from Cornell University in 1965 with a B.A. in English and a minor in chemistry. He later gained an MAT from Indiana University. As it turned out, it was his education in chemistry which he used during his first years at Pem-Day. He was appointed as the head of the Chemistry department in 1965, his first year at Pem-Day. In 1970, he was chosen principal of the Upper School and in 1972 he was named assistant headmaster.

Commenting on his duties as principal, Van Leeuwen stated, "In general I was responsible for insuring the smooth day-to-day operation of the school."

Perhaps one of Van Leeuwen's greatest tasks was the formation of the students' and teachers' schedules. This was a five to six week job which he did during the summer. His job of scheduling entailed the organization of coordination with Sunset Hill and the assignment of faculty advisors for the freshmen and sophomores.

Another area for which Van Leeuwen was responsible was student discipline. It was his duty to keep the "tone" of the Upper School under control. This not only included class activity, but also unscheduled time, and occasionally on campus activities. In order to facilitate both his job of maintaining order and the students' awareness of school policy, Van Leeuwen modified the morning assembly format. One day out of the week was set aside and announcements were given by Van Leeuwen. As he stated, "We felt communication from the administration was important so I made a set time and place for that communication to occur."

In the absence of Stephen Geraci, he took on yet another responsibility, the scheduling of Mini-courses, a very tiring and time consuming job.

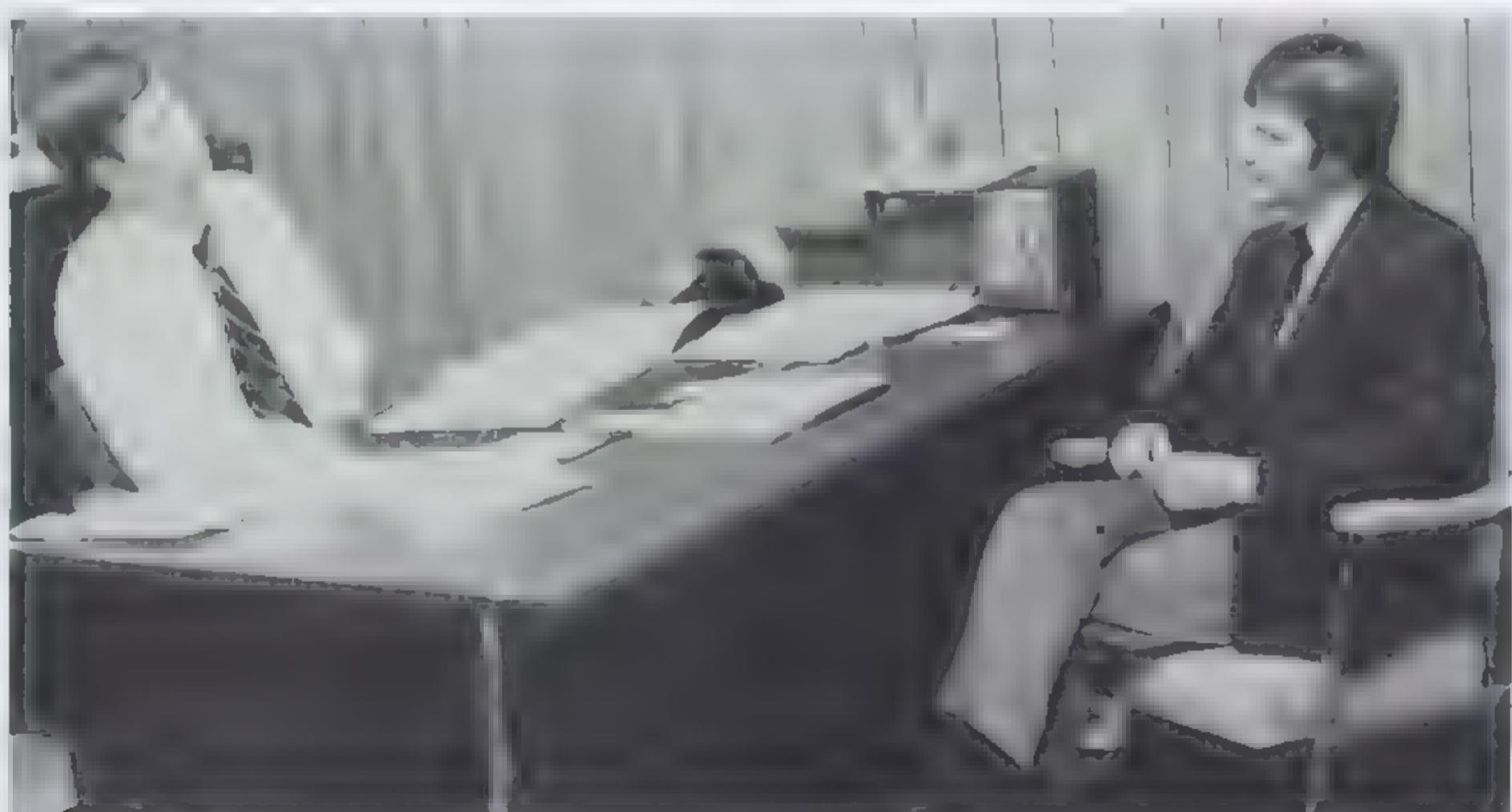
As an assistant headmaster, Van Leeuwen worked with Anthony Strub and Barry White. Their work was concentrated on the entire school in the areas of programs and staff.

Fortunately, Van Leeuwen was not alone in his work. The role of assistant principal was revived to help ease his responsibilities. Craig Maughan filled the position. He helped

Van Leeuwen man the office, maintain order in the upper school, and run the lunchroom. "It was a great relief to have an assistant principal again," stated Van Leeuwen. "Mr. Maughan took a great deal of the work load off my back."

The list of Mr. Van Leeuwen's responsibilities was never ending. He served as the faculty advisor of the Student Senate, he was chairman of the academic policy committee, he served on the Quality Teaching committee, he organized and evaluated the faculty, which was a year long project, and did many other jobs throughout the school.

Van Leeuwen, however, still found time to teach. He taught Physical Science and Algebra. He also made himself available for parent conferences. If a parent was concerned with his child's work, Van Leeuwen found time to sit down and talk for awhile with the respective parent. His door was always open to any student who had a problem, be it personal or academic. One student asserted, "I felt no inhibitions at all to ask Mr. Van Leeuwen for advice, whether it concerned my grades or anything else."



English Dept.

Hilliard Hughes - Chairman

Isabel Merriam
Carl Simonie
Michael Trent

Hilliard Hughes
Myra Williams



Elmer White
Ed Lewis
Ed Quigley



(2)



(1)



(3)

Teaching to Reed and Rite

The English department, headed by department chairman Hill Hughes, encompassed an English program from the Sixth Grade through the Twelfth Grade. Within the department there were eight faculty members who met on an average of once a month. These monthly meetings allowed the teachers to express their ideas on curriculum, textbook selections, and other related matters.

Although Mr. Hughes led the department, organized the various facets of the department, and carried the greatest responsibility in regard to the proper functioning of the English program; every teacher provided input into the decisions concerning the department.

Mr. Hughes commented, "By allowing the various teachers to have a major role in the selection of the textbooks and allowing them to structure their classes in the manner which they felt was best, I felt the best possible results were achieved as the

best of every teacher was brought out.

The English program consisted of the Sixth Grade STRIDES program, an intensive introduction to reading and writing skills; the Seventh through Tenth Grade program concentrated on grammar, vocabulary, composition and literature; and the Junior-Senior was elective program. The elective program focused on literature and was divided into five sections. A student must have taken a course in four of the five divisions in order to graduate. This elective program, however, did contain some grammar and vocabulary review.

Hughes stressed, "At Pem-Day we have some very fine teachers who are extremely interested in their work. They are almost always available at some time during the day to provide extra help. The low student-teacher ratio allows for this. The success of the department as a whole was a result of the faculty members and their dedication to teaching and to Pem-Day."



(4)

- (1) Ed Quigley entertains questions from Sophomores Matt Rowland and John O'Conner (2) Sophomore John Reed watches while English Department Chairman Hill Hughes corrects a paper (3) Helping his son Jon, Carl Simonle offers some advice on an English paper (4) To try to keep his writing at the highest level possible, Elmer White reads about the finer points of writing styles

Science Dept.

Fred White-Chairman

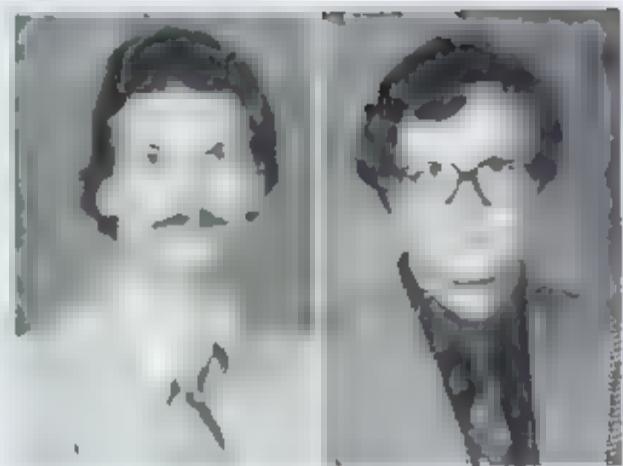


Fred White
Kevin Madden
Craig Maughan



Coff McWilliams
Connie Evert





Ashe Jones
Gay Ford

Science, Not Just a Course

"The Science Department was a definite strength in the Pem-Day curriculum," Fred White, department chairman, stated. "The purpose and task of the Science Department at Pem-Day was to develop, for our students as they progressed through the science curriculum, a set of firm concepts and skills in several fields of science. We hoped that the student left Pem-Day aware of what the term 'science' means what scientists address themselves towards, and the role that science plays in supporting society with materials, energy, and knowledge as we move toward an ever advancing level of cultural sophistication.

"As the student becomes a decision-making adult, he will have his awareness in science as a media for

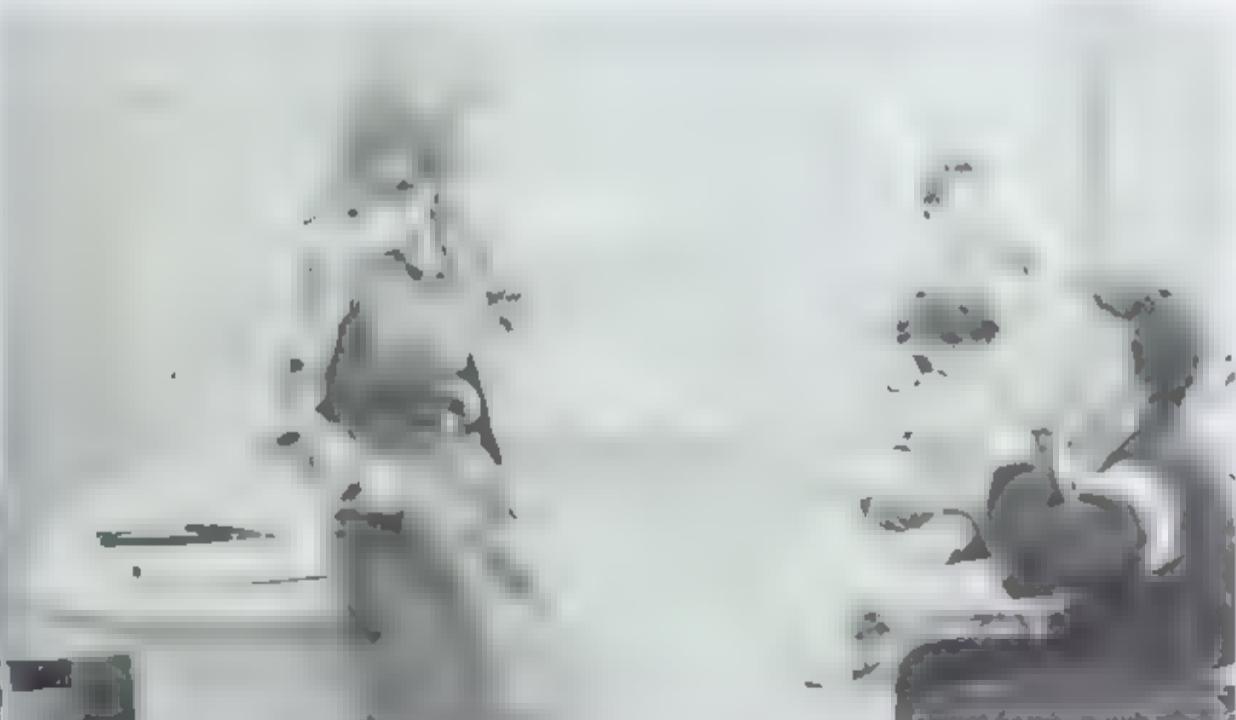
reflection as he makes a variety of decisions ranging from stands on national political issues to intelligent individual judgments made in everyday living."

If a student found himself interested in a scientifically based career such as engineering or medicine, he was able to enter more advanced college level courses at Pem-Day. When a student had taken all the required and optional science courses offered, he left Pem-Day with a broad exposure in the basic concepts of the biological-life sciences, geological earth science, and physical science including chemistry and physics. Fred White commented. "The science department at Pem-Day is extremely competent. We had another fine year."



(4)

(1) Connie Evert smiles during a lighter moment of one of her classes. (2) Biology teacher Craig Maughan gives out lab equipment. (3) Catching up on some reading, Fred White fights the cold by sitting on a heater. (4) After explaining the concept of energy to his Sixth Grade class, Cliff McWilliams waits for questions.



Math Dept.

Joyce Finan - Chairman



(1)

(1) Writing a function on the board. Marvin Van Leeuwen shows how to work a problem. (2) Roger Kitterman receives some extra help from Cliff McWilliams. (3) Looking at the board Junior Tom Rome listens to Ed Schoonover lecture. (4) Full time math teachers and part time basketball coaches Bob Gleeson and Cliff McWilliams discuss some pre-game strategy



(2)

Joyce Finan
Eddie Schoonover
Marvin Van Leeuwen



Bob Micks
Robert Gleeson
Cliff McWilliams



(4)

Math Steers to Knowledge

The Math Department took students progressively through algebra, geometry, Algebra II, and beyond that, either calculus, pre-calculus, or advanced algebra. Computer programming was also an elective for more advanced math students. Stability marked the math department year. As Math Department Chairman Joyce Finan observed, "All of the teachers settled into their positions well and everything ran smoothly."

For the third consecutive year Middle Schoolers participated in a city-wide math contest held during the week of January 15th. Bob Gleeson, coach of the Middle School math team, expressed his feelings by saying, "The

contest allowed the students to show how their math skills rated against other students' math skills throughout the city."

Students could have been in basically one of two programs in the math department: an accelerated program and a normal program. The normal program took students up to math analysis or advanced algebra, while the accelerated program culminated in calculus. As Joyce Finan pointed out, "We have math courses suited to everyone's individual ability. Pem-Day has a fine group of faculty and I am looking forward to more successful years in the future."



Chip Campbell



Dudley Hopkins

Language Dept.

Maurice Comtois - Chairman French

Greg Vogt - Chairman Spanish



Understanding Culture Important

Parlez-vous Français? Habla espanol? Everyone at Pem-Day spoke English, but each student also had the opportunity to learn a new and different language. French and Spanish were the languages offered to the Pem-Day student. If a student enjoyed a language, and was devoted, he could continue through the fourth or fifth year of that language.

Language classes at Pem-Day experienced a trend towards a more literature-oriented program. Teachers also became very involved in their classes. They did work outside the class, such as attending conventions, and writing papers concerning their respective classes.

Greg Vogt, an Upper School Spanish Teacher, traveled to Spain over the summer through the aid of a grant from Pem-Day. He was able to

study the culture of Spain thoroughly, and purchased classroom materials which familiarized the student with the Spanish culture. As the student progressed in his respective language, the work concentrated more on works of literature, novels, poems, and other cultural material, instead of grammatical work.

Maurice Comtois, Ann Miller, and Bill Disney all taught French. Similar to the Spanish classes, the French students did a great deal of work with literature. Mrs. Miller remarked, "Once the student had begun to understand the structure of the language, I found it necessary to introduce the French culture." One student asserted, "Learning the culture of the country aided me greatly in the understanding of my language."

Maurice Comtois
Greg Vogt
Tony Strub
Bill Disney
Ann Miller



(2)



(1)

Silence isn't golden.

Many changes characterized the library set-up for 1978. One of the most impressive changes was the result of a 1977 student poll which showed that many people wanted to be able to work together and at the same time maintain peace and quiet for private studies. The solution was simple: two sections were set up in the library. One was marked "whispering" and contained many large tables for group study. The other section included both tables and private study carrels for independent study. Separating the two sections was an array of plants.

Heading the Library Department was Martha Grimes. With the loss of Flower Hund, a former assistant librarian, a new staff member was introduced. Mickie Martin, who also worked in the Lower School library, was the new librarian. Along with these two librarians were a good group of

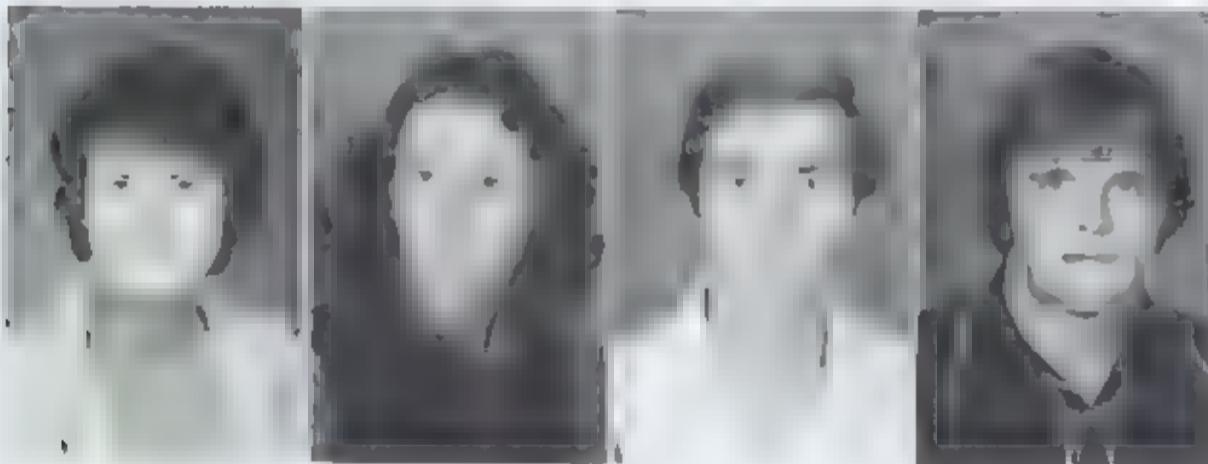
volunteer librarians headed by Mary Jo Powell. As Martha Grimes commented, "We were very grateful for these ladies' help."

To help shelve and check books and magazines Martin started a "Bookie of the Week" program with her Sixth Grade students. Each week a new student was presented a badge which signified him as the "bookie of the week." This student would help out whenever he had free time.

Grimes pointed out that "The bookies" were definitely a big help and the program will surely be continued." Grimes felt the year was a success and said, "The library certainly worked smoothly and efficiently with the help of the volunteer librarians and bookies." The addition of the talking zone was a great success. Overall the year really went well."



(4)



Library
Martha Grimes
Mickie Martin

Phys-Ed
Terry Hair
Dick Erickson

(1) Brett Chehoweth tries to answer a question posed by French teacher Maurice Comtois (2) Bill Disney reads French aloud as Peter Egan listens (3) Upper School Spanish teacher Greg Vogt checks racks of books to make sure there isn't an English version of one of his assignments. (4) Looking for a specific book, Peter Hahn consults the card catalog.

Phys-Ed Job a Challenge

Headed by instructors Dick Erickson and Terry Hair, the physical education program maintained the high quality level of past years. Although only a small number of Upper Schoolers were involved, almost all of the Lower and Middle School students participated.

The main goal of the program was to provide athletic activity for students not involved in Varsity sports. Through the program, a student was able to improve his coordination and skill as

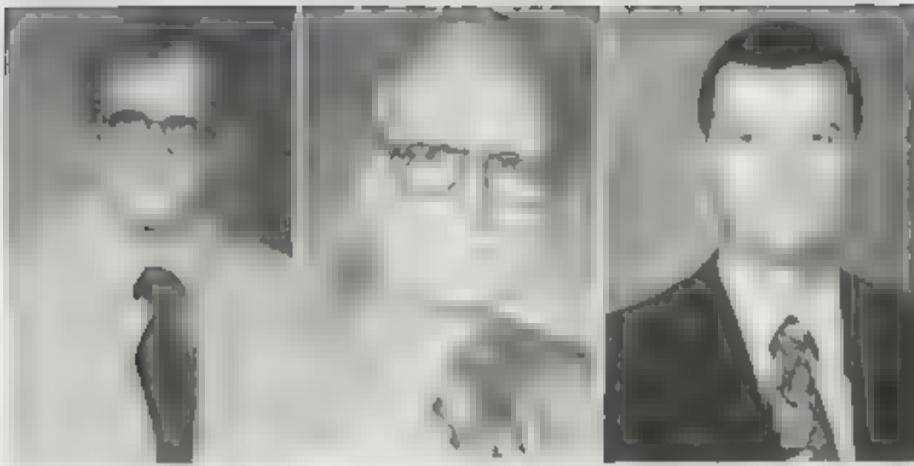
well as his physical strength and conditioning.

First year instructors Hair and Erickson found the job very enjoyable. Dick Erickson stressed, "I enjoyed both the students, the faculty, and the staff with which I worked. My job was a challenge for me every day, and I liked the varying age groups." Erickson furthered this feeling, "I liked the maturity of the Upper Schoolers and the enthusiasm of the Middle and Lower School students."

T. Edward Hicks
Maurice Comtois
Pal White

History Dept.

T. Edward Hicks - Chairman



(4)



21



James Ryan
John Schirmer
Carl Schulkin

History Curriculum Strong

"Don't know much about history" The artist who sang those words certainly never went to Pem-Day. As in other years, the history department at Pem-Day offered a fine selection of history classes to the Pem-Day student.

There were no changes in the history curriculum, however, there was an unexpected change in the teaching staff. Mr. Stephen Geraci was forced to take an extended leave from his teaching duties due to an illness. Mr. Philip Carpenter filled the vacancy created by Geraci's absence. Carpenter's job was not an easy one because he entered the job midway through the first semester and taught all of Mr. Geraci's classes.

"Perhaps our major goal was our attempt to create a Junior-Senior

elective course in Modern European History," stated History Department Chairman T. Edward Hicks. This course was not taught due to a lack of interest, however, the department will continue to offer it in the future in hope that there will be an eventual interest.

The fact that there was no change in curriculum allowed for greater concentration on improving the existing courses. In hopes of refining some courses, teachers changed some of the classroom materials. Questionnaires given the year before showed teachers which books the students liked or disliked. Through efforts like that and many others, teachers were able to offer the Pem-Day student a relaxed but very efficient classroom atmosphere.



Stephen Geraci
Philip Carpenter

(1) Philip Carpenter maintains a relaxed and fun classroom as shown by John Addison's expression (2) U.S. history teacher Carl Schulkin fields a question following a lecture (3) John Schirmer helps Joe Cannova on his homework while Mark Lopez waits for help (4) "Just a couple of good history students," says T. Edward Hicks about Nobbie Kim and Brian Tikema.

High Interest

Don Adams
John Lovstad
Carol Mehl

Don Adams- Art Director
John Lovstad- Music Director

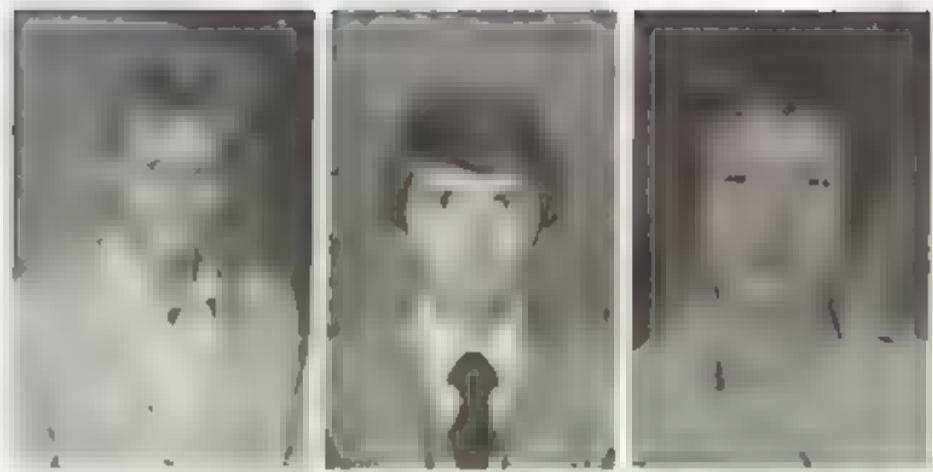
Art/Music

The art program, led by Chairman Don Adams, was successful due to the large number and variety of students involved in the program. A major portion of the students involved in the art program were lower schoolers.

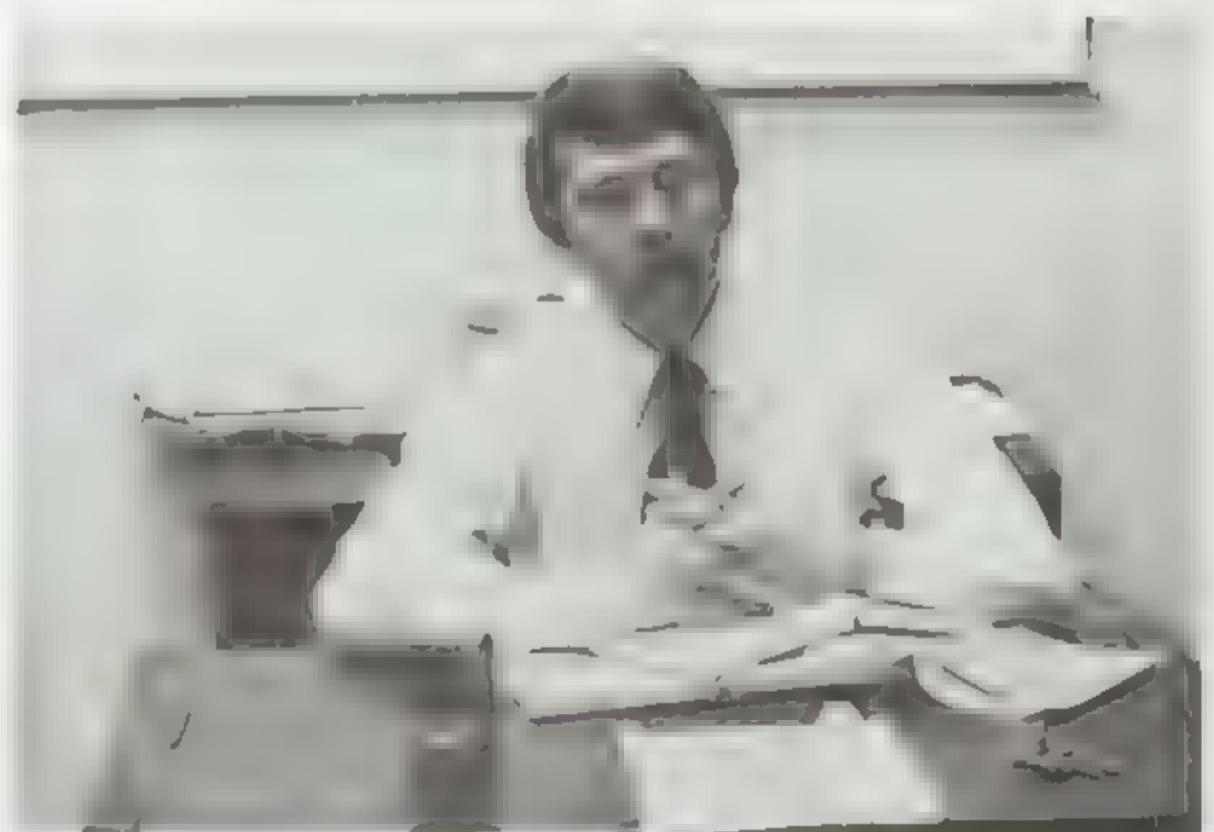
Lower School students, unlike Middle and Upper Schoolers, were required to take art. Carolyn Taylor, the Lower School art instructor, tried to encourage and interest her students so that they would continue to take art courses in the Middle and Upper Schools. Encouragement was provided through the numerous and different art projects that the students did.

Don Adams felt that "The success of the art program can be attributed to the enthusiasm of the students. This enthusiasm originated in the lower grades where a great amount of interest is generated."

Paralleling the art program in success was the music program. John Lovstad, chairman of the music department, credited the success of the program to the large student involvement. An important part of the music program was the Lower and Middle School music programs. These programs were composed of students in grades Kindergarten through Seventh. Carol Mehl, instructor for these grades, used a wide variety of songs. Mehl did this so that the students did not lose interest in music and would continue to participate in music programs. The interest generated on the lower grades culminated in the Upper School Glee Club.



(3)



(2)



(4)



(1)



(2)

(1) Carol Mehl leads a Lower School music class while playing the piano in the Upper School Multi-purpose room (2) After a hard day's work John Lovstad dozes off during his daily work (3) Relaxing in Bowersock Lounge, Art Director Don Adams sips a hot cup of coffee just before his next class. (4) Music Director John Lovstad enthusiastically instructs the Musical Leads mini-course (5) Freshman Bill Anderson works carefully and sets type in the Print Shop



Nancy Elliot



Carolyn Taylor

Stability Maintained

Maintaining the same size, duties, and position of the office staff was the administration's way of saying that the present situation in the office staff was working out well.

Secretaries, with the exception of Registrar Virginia Helmstetter, whose office is in the Upper School, had very little contact with the student body at Pem-Day. The lack of contact made the office staff appear to be unimportant to the average student.

But as Virginia Helmstetter commented, "Of course we are not part of the everyday life of the student, but when you think about it, the job of secretary is an integral part of the school."

The secretarial staff completed another year of "integral" service to the school.



Susie Oberlander



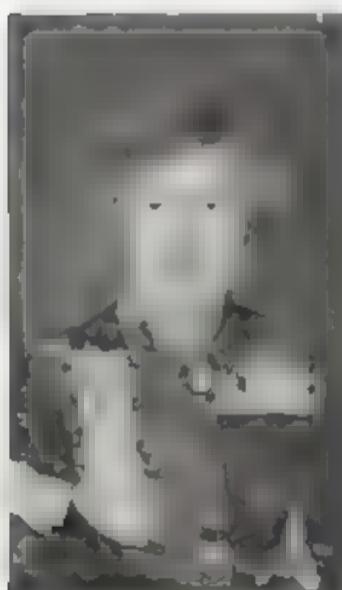
Virginia Helmstetter



Norma Weis



Elizabeth Lovelace



Elsie Williams



Thelma Boehm



Virginia Barnes



Nova Johnson

Staff Expands

The maintenance and kitchen staffs continued their quality service to the school. Personnel changes, as well as changes in the needs of the school, did not affect either the maintenance or the kitchen staff's ability to do their jobs, and do them well.

Under the direction of Maintenance Supervisor Ben Richards, the maintenance staff expanded its size and formed two shifts instead of the customary one. The duties of these two shifts ranged anywhere from painting buildings to cleaning classrooms. One of the more individualized areas that the maintenance staff worked on was equipment repair. Each of the staff members had to have a background in mechanics or some ability to repair broken items. As Ben Richards stated, "Although we had some new members and two separate shifts, everyone worked well together, and we kept the school in pretty good shape."

Working with student desires in mind, the kitchen staff tried to serve fewer casseroles. With three separate lunch seatings due to the small size of the lunchroom, the kitchen staff, composed of seven members, had a great deal of work each day. Besides planning and cooking nutritionally sound meals, kitchen personnel were also responsible for cleaning dishes and silverware for the next lunch. Kitchen Supervisor Betty Stenstrom pointed out, "Even though we had some of our own problems with serving three lunches, we tried to work with students and faculty to serve the lunches they liked. To do this the good cooperation among the cooks that we had was a necessity."

BACK: Elrod Gordon, Elga Wofford, William Bell; FRONT: Calver Davis, Vincent Estridge, Khampha Darabouthirath, Albert Shultz.



TOP: Vi Pherigo, Claude Kinard, Betty Stenstrom; BOTTOM: Mitzi Capo, Ida Haley, Jean Lickteig, DeEtta Kemperman, Marge Patton

Faculty Summaries

Don Adams	6	Instructor of 4th and 5th Grade Social Studies, 4th and 5th Grade Creative Dramatics; B.A. William Jewell College, Baylor, UMKC.	Ashe Jones	1
Chairman Art Department; Director of Print Shop; B.F.A. Kansas City Art Institute; M.S. Rhode Island School of Design			Instructor of Life Science and Biology; B.S. UMKC	
Dennis All	8	Stephen S. Geraci	Craig S. Maughan	7
Instructor of 5th Grade Language Arts, and 4th Grade Science, B.S. University of Kansas, Director of Summer Camp		Instructor of International Relations, U.S. History, Government, Economics; B.S. Rockhurst College; M.A. CMSU.	Assistant Principal of Upper School, Instructor of Biology; Head Coach Varsity Swimming, 7th and 8th Grade Track Coach; A.B. Washington University; M.S.P.H. University of North Carolina	
Chip Campbell	3	Linda Gesin	Cliff McWilliams	6
Instructor of 7th Grade Math; 7th Grade Football Freshmen Basketball, Varsity Track Coach; B.A. William Jewell College		Instructor of 3rd, 4th, and 5th Grade Math; B.S. Oklahoma State University.	Instructor of 6th Grade Science and Math; J.V. Basketball, Freshmen Football, and Varsity Baseball Coach; B.S. CMSU	
Phil Carpenter	1	Robert M. Gleeson	Carole Mehl	6
Instructor of U.S. History, International Relations, Government, Economics, B.A. UMKC		Instructor of Math; Varsity Basketball, Golf, and 7th Grade Football Coach, B.A. St. Mary of the Plains; M.S.E.C CMSU	Instructor of Music; Simpson College; M.A. UMKC	
Maurice Comtois	19	Martha Grimes	Isabel Merriam	13
Instructor of French, B.A. University of Montreal, M.A. Catholic University of America, Rockhurst College		Head of Library Department; B.A. Kansas State College at Pittsburg, M.L. Kansas State Teachers College	Instructor of English and Etymology, B.A. Barnard College of Columbia University; M.A. UMKC.	
Carol Crosswhite	10	Terry Hair	Ann Miller	2
Instructor of 2nd Grade and 1st Grade Math; B.A., M.A. UMKC		Instructor of P.E.; B.S. in Education Rockhurst College	Instructor of French; B.A. Smith College; M.A. UMKC; L'Universite de Geneve L'Institute des Hautes Etudes	
Lottie Dietrick	36	Robert L. Hicks	Ed Quigley	2
Lower School Reading Consultant; B.S. Northeast Missouri State Teachers College.		Instructor of Algebra and Pre-Calculus; Head Football Coach, Assistant Track Coach, B.A. St. Mary of the Plains; M.A. Wichita State University, UCLA	Instructor of Upper School English, Varsity Soccer Coach; B.A. Cardinal Glynnon College; M.A. Kansas State University	
William E. Disney	4	T. Edward Hicks, Jr.	Carol Robb	3
Instructor of French and Spanish, B.A., M.A. University of Missouri, UMKC, M.S. in Education, CMSU		Chairman Social Studies, History Department; Instructor of History; B.A., B.S. University of Arkansas, M.A. University of Kansas	Assistant Kindergarten Teacher; B.A. Smith College	
Dick Erickson	1	Dudley Hopkins	Nancy Rosen	1
Assistant Instructor of P.E., Varsity Wrestling Coach; B.A. University of Northern Iowa in Physical Education and Health		Instructor of Upper School Math; Soccer Coach; B.A., M.A. Colorado University	Instructor French 3rd, 4th, and 5th Grades	
Connie Evert	3	Hilliard Hughes, Jr.	James J. Ryan	14
8th Grade Earth Science, 9th Grade Physical Science, B.A. in Education, CMSU		Chairman English Department; Instructor of English; Varsity Tennis Coach, A.B. Harvard College; M.B.A. Harvard Business School	Director of Admissions and Public Relations; Instructor of 7th Grade History; B.S. Rockhurst College; M.S.E. CMSU, University of Kansas, UMKC.	
Joyce Finan	6	Ed Lewis	John Schirmer	9
Chairman of Math Department; Instructor of Math; A.B. Marymount College, M.A. Bowdoin College		Instructor of Upper School English, Varsity and 8th Grade Football Coach, B.A. Yale University	Instructor of 6th Grade Social Studies; 7th Grade History; Assistant Football, Baseball Coach; B.A. SMU; M.A. UMKC	
Clayton Ford	2	John R. Lovstad	Eddie Schoonover	
Instructor of Middle and Upper School Science; B.A. University of Kansas; M.A. UMKC		Instructor of Music; B.S. Mankato State University	Instructor of Math and Engineering Drawing; Bookstore Manager; B.S. Education Kansas State Teachers College	
Virginia Fortner	8	Kevin R. Madden	Carl R. Schulkin	5
Instructor of 1st and 2nd Grades, Reading Instructor, B.S. Kansas State College of Pittsburg, M.S. UMKC		Associate Headmaster; Dean of Students; Instructor of Physics; B.S., M.S. University of Wisconsin, M.I.T., Princeton University	Instructor of U.S. History; A.B. Brown University; M.A., Ph.D. University of California at Berkley.	
Carol Frantz	6			

Michael Trent	6	Barry E. White	12
Instructor of English and Journalism; 7th Grade Football and Basketball Coach, Director of Summer School, RAIDER Advisor; B S E. Northeast Missouri State University; M S E Educational Specialist CMSU		Principal of the Lower School, Instructor of Science, 5th Grade Basketball Coach; B S. Ed Kansas State College at Pittsburg; M S. Ed University of Kansas	
Marvin Van Leeuwen	14	Elmer G. White	4
Assistant Headmaster for Program and Staff; Principal of the Upper School; Instructor; of Math; B A Cornell University, University of Kansas, M A T. Indiana University, UMKC		Instructor of Upper School English; B A. Iowa State University; M A Northwestern University, University of Notre Dame	
Gregory Vogt	4	Fred M. White	10
Instructor of Spanish and Philosophy; M A. University of Kansas; B A Wichita State Universidad estatal de Puebla, Mexico; Universidad de henaves, Madrid		Chairman Science Department, In- structor of Chemistry; B S CMSU; M S Oregon State University, Univer- sity of California at Berkeley, Florida State University, and University of Kansas	
Evah Warford	3	Patrick H. White	18
Instructor of 4th Grade Language Arts, B A. Simpson College		Athletic Director, Instructor of World Cultures, B A William Jewell College	
Mary Nash Werner	4	Myra Williams	15
Instructor of 3rd Grade, B S Eastern Kentucky University		Instructor of English; Scripps College, B S. University of Missouri; M A UMKC	

1
David Silverforb 3
Instructor of Kindergarten; B A DUKE
University; M S Bank Street College of
Education

Carl Simonie 10
Instructor of English; Assistant Tennis
Coach; B S , MA Ed CMSU

Anthony Strub 9
Middle School Principal, Instructor of
Spanish; B A. William Jewell, M S
CMSU

Carolyn Taylor 6
Instructor of Lower School Art; B A
University of Tulsa

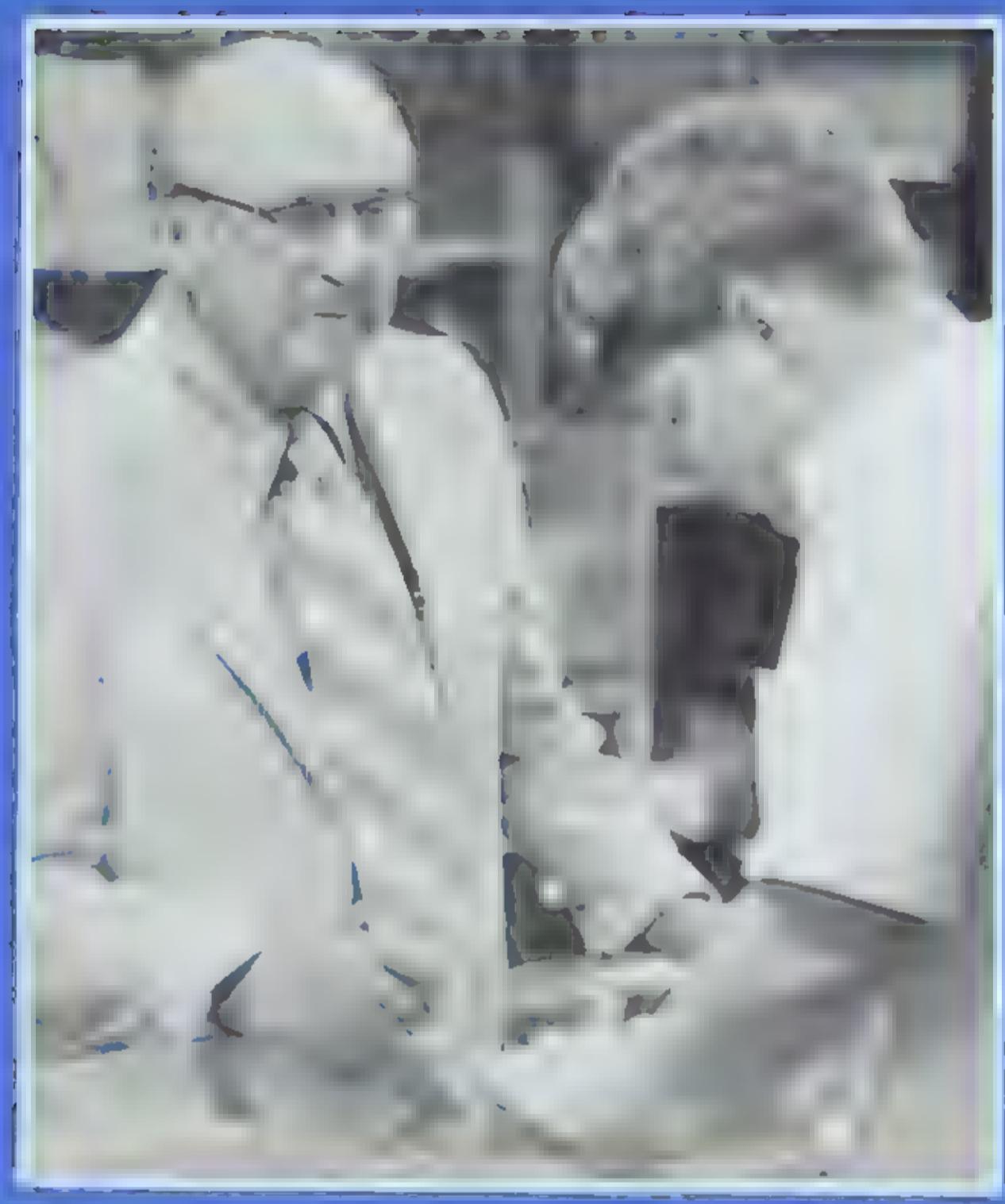
(1)U S History Teacher Carl Schukin checks out
some resources in the library (2)Dudley Hopkins

gives Sophomore Matt Rowland some extra help
in math

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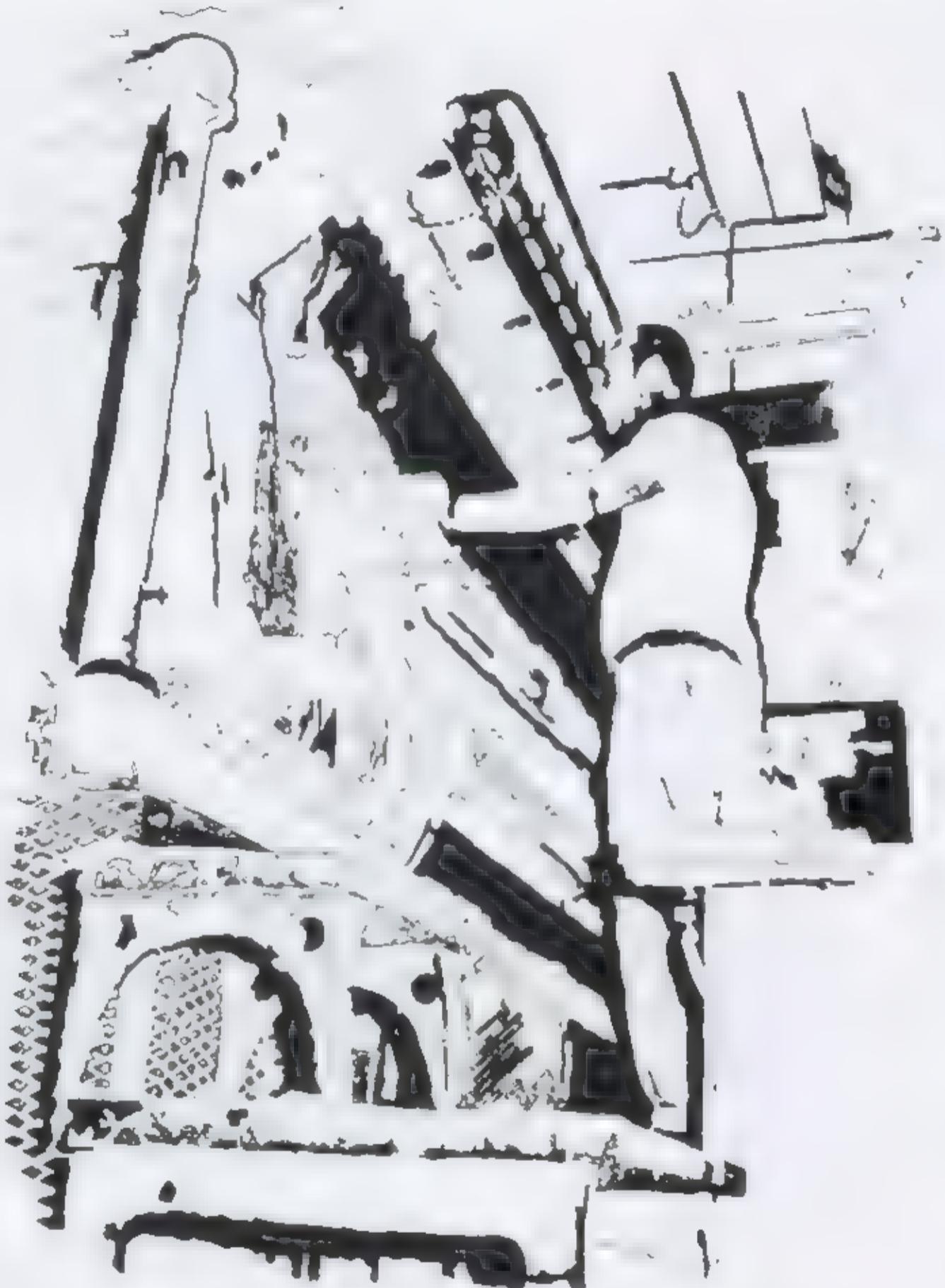
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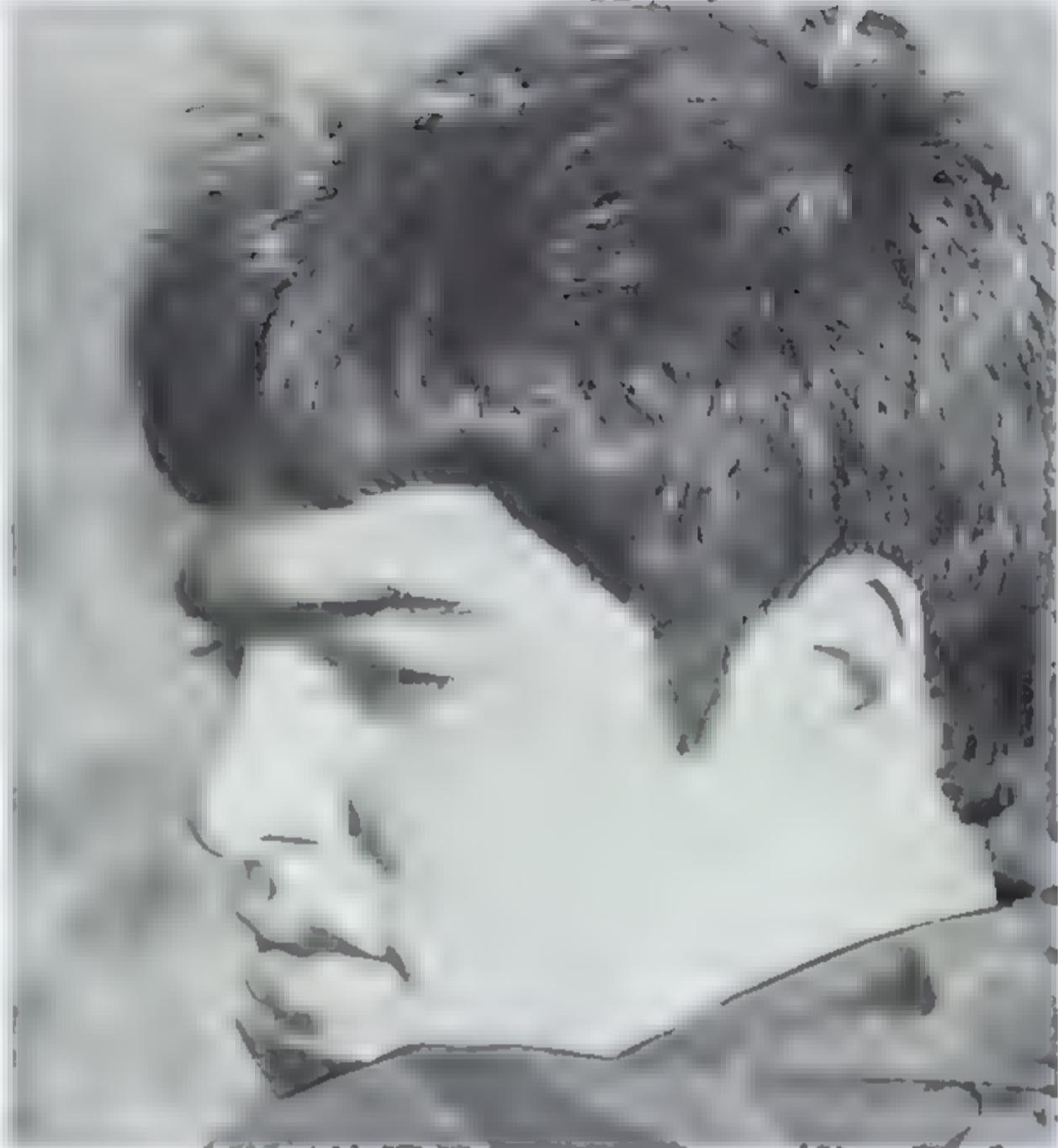
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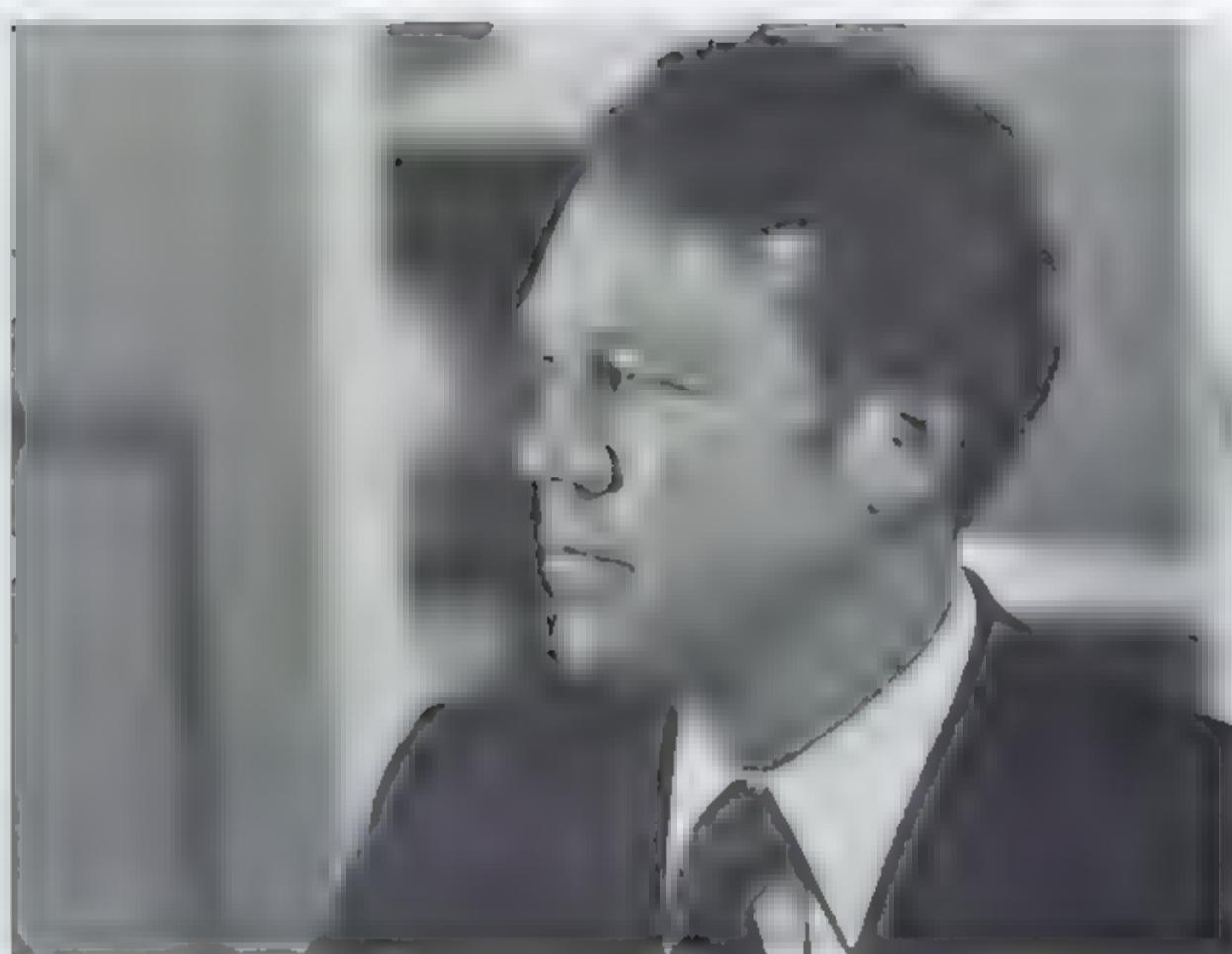
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(1)Jeff Martin attempts to return a shot in four square. (2)Winter Sports Queen Candidates Betsy Hamilton, Kim Kline, Lori Wilbur, and Win Wurster pose for a *Raider* photographer. (3)Fourth Grader Brian Cain takes a break from studies and lets his mind wander. (4)Board of Trustees member Harry McCray reflects on a new proposal before the board. (5)Phil Carpenter brushes up on some economics literature.

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Combination of New and Old

The 1979 Raider strove to build upon the constructive changes of the year before. The book was an attempt to present the year as it really was. A completely new section was added to the book under the title of Student Life or Living. Included in the Student Life section were features on Open Campus, Entertainment, Community, and several other features on the people, attitudes and dogmas present within our school. Features on Dogpiles, Electric games, and the Raider, Hilltop and Senior Rooms are examples of other types of features. It added certain things and changed others to produce a book that was a combination of new and old.

Functionally, the Raider was composed of eight editors, a copy staff, a layout staff, and a business staff; with each group contributing a vital role to the eventual completion of the book.



Business: Shane Glazer, Phil Wang, David Whitacre, Mark Herman

Layout: Tom Crouch, Mike Doering, Mike League, Chan McCray, Andy White

Photo: Kent Burk, Jon Lambert, Mike Mulligan, Scott Kitterman, Nelson Sabetes, Peter Young

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TOP Clayton Marsh, Michael Trent, Garrett Tinsman, Jack Letts. BOTTOM John Hickok, Bryan Becker, Phil Christopher NOT PICTURED: Andy Bulkley



Last summer, four *Raider* editors journeyed up to Minnesota to participate in a journalism workshop on the campus of the University of Minnesota. During one of the sessions a guest speaker said, "Whatever the hardships and sacrifices along the way, don't quit, because it is one of the greatest experiences you will ever have." It seemed corny at the time, but that thought has stuck with me and now, I couldn't agree with her more.

We were faced with a difficult challenge; to better last year's book which we all thought had been excellent, but we weren't intimidated. We strove to create a better yearbook.

On numerous occasions, staff members left what they were doing to help write captions or lay out pages. I can't express enough appreciation for their efforts. Sure, there were some sacrifices in terms of academics, athletics, and other extracurricular activities. However, those sacrifices do not outweigh the knowledge we gained about ourselves and other people.

The editors and staffers executed their responsibilities with tremendous cooperation and competency. They learned to delegate authority with skill and adroitness which forestalled any major complications.

All of us would like to thank Roger Boocock, C B. Leuck, Kevin Madden, Marvin Van Leeuwen, Tony Strub, Barry White, and all the other administrators and faculty for their patience and consideration. We would like to express our deepest appreciation to Advisor Michael Trent and Publishing Representative Pat Pennington for the infinite amount of help they gave us throughout the year.

I, personally, would like to thank all the parents who provided their homes and their understanding. Special thanks to the Associate Editors, editors, and other members of the staff who gave willingly of their time.

The credits would not be complete without acknowledging three special people: Andy Bulkley, Garrett Tinsman, and Liza Rowland who were most helpful during the year.

One final thank you to my parents who were terrific, giving me the necessary support for me to complete this project. It was a great experience.

Bryan Becker

The Design of 1979 is over but the designs of life continue. The students, faculty, the whole Penn Day community changed but their individual designs continued to grow.



3rd guard Nelson Sabates watches the game silently from the sideline.



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